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Volume XIV
Number 1

January
1943

North Carolina Teachers Record

Official Publication of the North Carolina Negro Teachers Association

On Seeing a Picture of Phillis Wheatley

By
Fannie and Welfred Holmes
N. C. Teachers' College, Winston-Salem.

I

Here's Phillis Wheatley, so sedate,
Brought to this land at the age of eight.
Here she sits, with chin on hand;
A goosequill pen, a quaint inkstand,
And paper ready beside her wait
To catch those dreams that soon will be
Her lovely poems—for you and me.

II

Does she dream of a sunny shore
Far, far away, where slavers tore
Her from kin and friends, to set her down
Without a home, in Boston Town?

III

Maybe she thinks of those good folk
The Wheatleys, for their care first woke
In Phillis all that faith and love
Her gentle heart was brimful of.

IV

Perhaps dear Phillis dreams in gem
In words for slaves—to comfort them,
Or Jesus' words, so sweet and kind,
May sing hosannas in her mind.
Can you dream, open-eyed, a poem,
Like this sweet maid of long ago,
Whom once all Boston Town did know?

Published in January, March, May and October, by the
NORTH CAROLINA NEGRO TEACHERS ASSOCIATION
301 Carmel St., Charlotte, N. C.
Entered as second-class matter January 15, 1930, at the post office at Raleigh, North Carolina, under the Act of March 3, 1879

Just How Did You Play?

By Rose Leary Love
Biddleville School, Charlotte

Into my room came a little man
With rumpled hair and face of tan.
His shirt was torn and buttoned wrong
But from his lips there came a song.
A bit of a song that seemed to say
Oh world, I've had a busy day,
A day crammed full of fun and joy
That means so much to a little boy.

He looked at me and he started to tell
Of the things he thought he had done so well.
"I won Jack's marbles in some hard fought games,
And I beat Fred calling 'gography names.
I hollered the loudest and I hit the ball
A whack that sent it over the wall.
I hopped the fastest in a one-legged race
That took me past the garden place,
In fact, I won everything I tried"
He said in a voice that was full of pride.

I caught the mighty gleam in his eye
And slowly I made him this reply,
"You were lucky I'm sure to have had such a day
But I'd like to know, Just HOW Did You Play?
Were you straight with your pals, honest and kind,
Or at the start of the game, were you over the line?
Did you throw your marbles or shoot them square?
When you hopped the race, did you hop it fair?
It's great to beat, but greatest of all
Is the way you play a game of ball.
Bravely, fairly, and with a grin
Come what may, lose or win.
For it isn't the games that you win each day,
It's this one thing, Just How Did You Play?"

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Volume XIV | JANUARY, 1943 | Number 1

CONTENTS

Page

On Seeing a Picture of Phillis Wheatley . . . . . *Front Cover*
By Fannie and Welfred Holmes, N. C. Teachers' College, Winston-Salem

Just How Did You Play? . . . . . *Inside Front Cover*
By Rose Leary Love, Biddleville School, Charlotte

"Adapting the School to Children's Needs" 2
By Charles I. Martin, Heck's Grove Elementary School

Minutes of the General Session of the Seventh Annual Meeting Northeastern District Negro Teachers Association 3
By M. Clotel Taylor

Minutes of Committees 4

Joy at Easter 4
By Mary Rice Hankins, Ahoskie

Natural Science in the Physical Fitness Program 5
By John W. King, Department of Biology, Williston Industrial School, Wilmington, N. C.

Necrology 6

A Native Son of North Carolina, Distinguished Educator and an Honored Citizen of Wilmington Passes 7

Minutes of the Meeting of Executive Committee of North Carolina Negro Teachers Association at Raleigh, N. C., Jan. 16, 1943 . . 8

Notes 9

Office of Price Administration 9

Democracy! What Price? 10
By Celestine Barnes, Wendell Elementary School

The Teacher's Defense Job 10

Improving the Nutritional Status of High School Youths 11
By Carolyn H. Humphrey, J. C. Price School, Greensboro, and Catherine S. Sysnette, Clarkton High School

Our Aquarium 13
By Pearl V. Modlyn, W. C. Chance High School, Parmele, N. C.

A Proposed Philosophy For Education in the United States . . . 15
By A. B. Turner, Ph.D., and John G. Turner, M.A., Division of Social Sciences, Bennett College, Greensboro, N. C.

Objectives of the Hyde County Teachers 16
By E. Oreta Clay, Hyde County Training School, Scranton, N. C.

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"Adapting the School to Children's Needs"

By CHARLES I. MARTIN
Heck's Grove Elementary School

LIFE is a never-ending process of making adjustments. From birth onward each individual adjusts himself, as best he can to the world about him. Probably the most difficult adjustments are those required in the process of living and working with other people. Educators today generally agree that the most important function of the elementary school is to help children make adjustments by studying their individual needs, interests and capacities, and by adapting the school program to those individual characteristics.

There was a time when even the best schools were relatively inflexible institutions; they did not adapt themselves to the needs of the children. On the contrary, the children either adapted themselves to the demands of the schools or were stamped as educational failures. One course of study for all, a schoolhouse resembling a barn or a prison, classrooms with immovable seats, formal methods of teaching, an exact marking system, a rigid plan of promotion, and a harsh unyielding code of discipline—these were factors to which all pupils were expected to adjust themselves. That some of them did become adjusted to such conditions was probably a great misfortune.

Not all schools have yet relinquished this one-sided view of school adjustment. Many, however, have made great strides toward providing a successful and happy school life for every child. Without resorting to "soft pedagogy," such schools are adapting their program to individual pupils' needs.

One of the outstanding handicaps often faced by those interested in bringing about proper adjustments of school children is a narrow conception of educational opportunity in the elementary school. The traditional school that operates on a set-course-of-study basis with little variation is what is expected of children except in degree of mastery of the same materials, provides a minimum of opportunity for taking care of children who are atypical from one point of view or another. This is true also, perhaps in less degree, of the free schools which depend more fully on the activity procedure, unless the greatest care is taken to see that individual activities have a wide range of appeal.

A child whose imagination cannot bridge the gap between ordinary living and textbook materials remote from his life, is apt to be maladjusted in a schoolroom, the walls of which, not only represent protection against the elements, but a sharp demarcation between the environment round about and the work of the school. The administration can play an important part in making the school walls transparent in easing the flow of life from the immediate environment into the schoolroom. To children of average ability or less, this is of tremendous significance. In the mind of the writer, success in this area is one of the largest claims which the "activity school" can make.

A school cannot be content merely with opportunities. Bringing the children in contact with broad opportunities doubtless in many instances brings about adjustments, but this by no means is universal. Children are no different from adults in their tendency still to seek the "wishing gate" when they are actually sitting on it.

We cannot leave adjustment to chance even in the richest environment. Children must be studied with all available instruments. Periodically, at least once a year, all of the data bearing on each child's educational and personal status should be drawn together and analyzed. Such an analysis will reveal the need for a surprising number of individual adjustments of program pattern and of program details, even in the elementary school. The administrative officers will find themselves faced with the necessity of purchasing special books and instructional materials. Adjustments will be faced with the task of working out with teachers special treatments for children in individual subjects.

In diagnosing difficulties or in prescribing treatment, teachers and supervisory officers alike must avoid too great regard for the normal objectives of the school curriculum. In all too many cases adjustments made are merely insignificant changes in the normal pattern of the school day—makeshifts like the starred problem of optional exercises found in textbooks. The writer of the textbook may perhaps be forgiven for seeing his subject as the universe, but those responsible for the education of Johnny Jones and Susie Smith may not be forgiven restricted adventures in adjustment.

If the school is to assist each individual child in the development of abundant living, it cannot be satisfied to consider only the half of the child's life which goes on within the classroom. A pebble thrown into a calm pool sends out visible ripples in all directions. The school cannot be content with a knowledge of only that part of the ripple with which it has been traditionally concerned. Ways and means must be developed by which each child's home life comes to be understood. Ways must be developed for enlisting parents in the inspiring task of individual development. There is no single method to which we may turn for this. Some schools have teachers sufficiently alive to the problem, and make possible a continuous contact with the home. Parent-teachers associations, when geared to such objectives, perform an important part in the education of parents for their part of the task. Al-

(Continued on Page Ten)

Minutes of the General Session of the Seventh Annual Meeting Northeastern District Negro Teachers Association

November 14, 1942

By M. Clotel Taylor

THE first general session of the seventh annual meeting of the Northeastern District of North Carolina Teachers Association was held in the gymnasium of the C. M. Epps High School of Greenville, N. C., at 10:00 a.m., with President H. C. Freeland presiding. The audience of progressive-minded, patriotic teachers and educational leaders joined in singing America. Prof. Claude Taylor of the Winterville High School offered prayer, followed by audience singing "Onward Christian Soldiers."

Superintendent D. H. Conley of the Pitt County schools extended cordial greetings of welcome. He expressed his appreciation of our achievement in education and religion. Supt. Conley stated, that the Negro is loyal and is playing his part in the war. He quoted a part of the National Anthem as a true picture of the Negro's loyalty and his progress in education and religion.

Principal Davenport assured the group of the Superintendent's cooperation and faith in the Negro and then introduced Mayor H. B. Suggs, whose message brought to our minds the number of persons from Pitt County and Greenville serving our country today. The mayor pointed out the many heroic deeds and acts on the front, and he made us conscious of the fact that, we as teachers on the home front, too, are heroes and are doing a great job in this war program. According to him we have inspired and influenced these heroes on the front even more than the homes have.

"Teachers and leaders," he said, "have a great responsibility on the home front."

They are as follows:

1. Ideals must be instilled.
2. The job of producing good citizens.
3. Eliminating delinquency.
4. Working with parents and helping them to sense their responsibility in rearing their children so as to make good citizens.
5. Increasing school attendance by contacting these children on the street.
6. Trying to make living conditions more attractive.
7. Encouraging parents to do more supervision of children's recreational activities.

Incidentally, Mayor Suggs gave a brief outline of what Greenville is doing to make better citizens through recreation. A large sum of money is being used to purchase several blocks of property for the Negro and white children of the city. Said he, "It is the desire of the leaders of Greenville to make better citizens and build up better race relationship."

The mayor expressed finally, his sadness in the absence of Professor Epps. He stated that we were fortunate in having such a person as Professor Epps to have lived among us, and that his work, ideals and deeds live on.

The response was given by Mr. H. D. Cooper of Ahoskie, who expressed his appreciation for the note of praise for the teachers by the speakers.

The audience joined in singing a spiritual. The president appointed several committees. The following persons were named for the:

Resolutions Committee

Dr. H. L. Trigg, President State Teachers College, Elizabeth City, Chairman; H. D. Cooper, Ahoskie; E. M. Barnes, Wilson; Mrs. Daniels, Washington, N. C.; Mrs. Mabel Wilson, Greenville, N. C.

Nominating Committees

P. S. Jones, Washington, Chairman; Dora Newsome, Ahoskie; W. M. Daniels, Washington, N. C.

Time and Place Committee

T. S. Cooper, Chairman; Mrs. L. E. Shields, Scotland Neck, N. C; C. F. Yates, Hertford County.

The meeting was adjourned for sectional meetings.

The Second General Session

Mr. Freeland opened the afternoon session at 2:00 p.m. He graciously expressed his appreciation for the loyal support of the Association during his administration, and assured the group of his sincere desire to have meetings that are purposeful and an inspiration to all teachers. Music was furnished by the Greenville Glee Club with Mrs. Davenport as directress.

The speaker for the afternoon session was Supt. J. H. Rose, Superintendent of the Greenville City Schools, and State Director of Civilian Defense. He was introduced by Principal Davenport of the Greenville High School. Superintendent Rose focused our attention upon the theme, "The Role of

(Continued on Page Nine)

Minutes of Committees

Report of the Committee on Resolutions of the Northeastern District of North Carolina Negro Teachers Association, C. M. Epps High School, Greenville, North Carolina, Nov. 14, 1942

1. The cordial hospitality provided by the City of Greenville and especially the teachers of the city and Pitt County has merited our sincere gratitude. The program, assembled by the duly constituted committee has been both interesting and stimulating. We are especially grateful to the principal of the school in which we meet and the supervisor of the county schools, the distinguished mayor of the City of Greenville and the superintendents of the Greenville and Pitt County school systems for their outstanding contributions; and for the singing of the C. M. Epps High School Glee Club.

2. We regret that for the first time in the history of the Association we are deprived of the virile participation of our distinguished friend and fellow-teacher, Charles M. Epps, who passed July 31, 1942. The Association goes on record as expressing its deep sorrow at this loss from its ranks and its sympathy with the family and the citizens of Greenville and the State of North Carolina.

3. We, as teachers are intensively conscious of the disruption to the normal lifeway of life occasioned by the global conflict in which we are involved.

We pledge ourselves not only to the effective prosecution of the war in all its phases but also to the maintaining of the necessary stability of life on the home front and to plans for the peace that must follow.

4. We urgently request that State educational authorities not to sacrifice the welfare of our children by employing non-standard teachers during this emergency until it is certain that the supply of properly qualified teachers is exhausted. We maintain that quality of instruction is all the more important because of the war.—Respectfully submitted, Committee on Resolutions, H. L. Trigg, Chairman; Mrs. E. D. Daniels, Mr. M. D. Wilson, E. M. Barnes, H. D. Cooper, Secretary.

Minutes of Committee on Nominations

The nominating committee offers the following names for officers of the Northeastern District of the North Carolina Negro Teachers Association:

President, T. T. Edwards, Rocky Mount, N. C.; Vice President, E. M. Barnes, Wilson, N. C.; Secretary, M. D. Williams, Wilson; Assistant Secretary, Mrs. E. D. Daniels, Washington, N. C.

Executive Committee

H. C. Freeland, Winton, N. C.; J. W. Wiley, Bricks, N. C.; E. J. Hayes, Williamston, N. C.; J. C. Bias, Scotland Neck; Miss Lois P. Turner, Rocky Mount; Miss Sadie Saulter, Greenville.—Respectfully submitted, Dora Newsome, W. M. Daniels, P. S. Jones, Chairman.

Minutes of Committee on Time and Place

We, your committee on time and place, recommend that the Northeastern District Teachers Association meet with the Halifax County teachers at the Brawley High School, Scotland Neck, N. C., November 13, 1943.—Respectfully submitted, Prof. T. S. Cooper, Mrs. L. E. Shields, Prof. C. H. Yates.

The above reports were accepted.

Directory Section Officers

Principal's Section

J. W. Ormand, President, Ayden, N. C.; John Bias, Vice President; Miss Willie Jefferies, Secretary, Box 171, Rich Square, Rev. E. C. Parker, Assistant Secretary.

Grammar Grade Section

H. W. Fitts, Wilson, Chairman; Martha Evans, Rocky Mount, Secretary.

Primary Section

Cherrie F. Artis, Chairman; M. B. Clemmons, Secretary.

Science and Mathematics

J. W. Maye, Chairman; Martha N. Setzer, Secretary.

Music Section

J. F. Carter, Washington High School, Chairman; Mrs. Davenport, Greenville High School, Secretary.

English and Foreign Language

Mrs. Lassiter, Chairman; Mrs. Rosa Lee Williams, Wilson, N. C., Secretary.

Home Economic and Agriculture Section

Mrs. Clara York, Powellsville, Chairman; Mrs. D. C. Knight, Bricks High School, Acting Secretary.

Joy at Easter

By Mary Rice Hankins
Ahoskie

Why is there so much joy at Easter?
Oh, would you like to know?
Is it to commemorate the resurrection of Christ,
Or is it just for a show?

I am sure your answer can't be
The latter statement I've made,
When we consider the Christ Child
Who gave His life that we might be saved.

The reason for this occasion
We should always keep in mind;
However there are things that we might consider
To add happiness to this joyous time.

Every one is dressed in his best,
From his head to his feet;
Styles of every kind are seen
Everywhere, and on every street.

There is so much joy at Easter
I feel certain that you know
It is to commemorate the resurrection of Christ
Instead of just for a show.

Natural Science IN THE Physical Fitness Program

By JOHN W. KING
Department of Biology, Williston Industrial School, Wilmington, N. C.

IN working out a program of physical fitness for high school students, the school personnel should organize it so that it will touch every phase in the life of the student. In this program, health education is necessary because it gives the basic knowledge which if followed will help to keep one physically fit.

William E. Burkard, in his book, "An Analysis of Education Objectives and Outcomes in the Field of Health Education," has the following to say about health education: "The problem of health education is that of changing the individual from what he is to what he ought to be along the lines of physiological health, mental health, moral health, and social health. Effective health education can be expected to do many things:

"1. Raise the expectancy level of life.

"2. Eliminate preventable illness due to ignorance and carelessness.

"3. Secure effective public coperation in carrying out measures intended to prevent the spread of communicable diseases.

"4. Reduce the number of accidents and enable one to control emergencies in health."

Unless the health education program is functional it contributes nothing to the improvement of health habits. A knowledge of physiology and hygiene should not be considered an end in itself, but this knowledge is justified only as it contributes to some desirable outcome or objective of health. Health education may be taught as a special subject or it may be intergraded into the social and natural science courses. It is my firm belief that during this emergency all subject fields should be health centered. Certain desired outcomes or objectives of health education might be achieved through the teaching of intergraded courses in general science, civics, biology, chemistry and sociology.

Such subjects as "'Biology for Better Living" and "Man Living in a World of Chemistry" are desirable and suggestive for health-centered teaching. In this article I have suggested objectives and outcomes that relate to the health of the child for which the school is greatly responsible. From these objectives unit courses can be worked out in the various subject fields. Since all of the objectives suggested cannot be satisfactorily achieved through the teaching of any one subject during any one year, I then feel that health education should be a continuous program from one grade level to the other, with each subject field contributing its part to the whole.

Any functional course in health education will seek at least to achieve the following outcomes:

A. The control of personal cleanliness.
   1. Hands—finger-nails.
   2. Skin—bathing.
   3. Hair.
   4. Mouth—teeth.
   5. Clothing.

B. The control of the normal functioning of the parts of the body.
   1. Sense organs—hearing, seeing, smelling, tasting and feeling.
   2. The circulatory system.
   3. The digestive system.
   4. The respiratory system.
   5. The excretory system.

C. Way of obtaining growth and energy.
   1. Fresh air and sunshine.
   2. Food and drinking water.
   3. Work, exercise, and play.
   4. Proper posture—walking, standing and sitting.
   5. Sleep.
   6. Mental habits.
   7. Alcohol and tobacco.

D. Control of diseases and accidents.
   1. Prevention—keeping vitality high.
   2. Proper medical care.
   3. Clean and healthful homes.
   4. Clean and healthful schools.
   5. Clean and healthful communities.

E. Preventing accidents through safety.
   1. At home.
   2. At school.
   3. On the streets.
   4. In the country.
   5. At the seashore and in the pool.
   6. On the playground.
   7. While traveling.
   8. Fire prevention.

F. The control of emergencies in health.
   1. Nose bleeding.
   2. Cuts and bruises.
   3. Sprains and broken bones.
   4. Burns.
   5. Fainting.
   6. Poisons.
   7. Sun-strokes and heat exhaustion.
   8. Electric shock.

9. Drowning and asphyxiation.

10. War gas.

There are many things which the science teacher can do to help young people find their way in this confused world and at the same time greatly strengthen the country in its fight for victory.

1. Mental health is very important during these times; therefore, from a course in biology the child should learn to profit through leisure time activities. Exploring nature is a leisure time activity that can be an endless joy. Every child should have pets and a course in Biology should teach the child how to care for them. Collecting, mounting, modeling, and drawing biological specimens also offer great leisure time pleasure.

2. Biology must offer instruction in gardening so that the students might learn to plant victory gardens by the scientific method. Instructions should be given in soils and the use of fertilizer and insecticides.

3. Much attention must be given to the importance of good wholesome foods in the building of a strong body and in the proper functioning of the organs.

4. More stress should be placed upon the conservation of valuable plants and animals such as birds, fish and trees, and the extermination of harmful plants and animals such as flies, mosquitoes and rats, and the control of parasitic plants and animals, especially disease germs.

5. Courses in first aid and safety education should be added to the curriculum and made more positive and specific. In times of stress, safety hazards increase while caution against them tend to decline.

6. Geography, which is often referred to as a natural science, must be taught in relationship to the physical world which is ever changing with the advance of human knowledge, thought and action.

7. Science and mathematics must be adjusted to meet the needs of workers in the war industries and in the technical branches of the army and navy.

Necrology

A Tribute to The Late Mrs. Lula Hart Lord, Former Iredell County Teacher

By

TEACHERS ASSOCIATION OF IREDELL COUNTY SCHOOLS

Unfettered was her life from youth
  Before the sacred shrine
Of love of loyalty and truth,
  Touched by that hand divine.

There was a blaze in her, a fire
  Which filled her with a zeal
That gave to her a heart's desire
  Which she could not conceal.

In preparation for her work,
  She always did her part
No duty would she ever shirk
  But served with honest heart.

She worked as though she felt her days
  On earth were but a span
She pondered in her heart
  The ways to serve her fellow man.

Though short her years, she gave her best,
  To every setting sun;
When called, a witness to his breast.
  She heard the words, "Well done."

Whereas, the ranks of the Iredell County teachers have been broken, by the passing of Mrs. Lula Hart Lord, who for a number of years was a teacher in the Iredell County Schools.

Whereas, our co-workers, Mrs. Lord served as a teacher "who knew well what she taught and taught well what she knew," who was loved and respected by all pupils she taught, and the communities she served.

Whereas, The prompt and orderly way in which she went about her school and home duties was an inspiration and wholesome example for all who worked with her, her loss will be keenly felt.

Whereas, Mrs. Lord taught well by example, that which she believed, we feel it fitting that we express our deepest sympathy to her devoted son, Prof. Alonzo P. Lord, and the bereaved family in their hour of sorrow.

Be It Further Resolved: That a copy of these resolutions be sent the bereaved family, and a copy be sent to the NORTH CAROLINA TEACHERS RECORD. — Respectfully submitted, Comm., Mrs. Jettie Davidson Morrison; President, Mrs. Irene Ellis; Supervisor, Mrs. M. A. C. Holiday.

In Memoriam

"Blessed are the dead which die in the Lord, from henceforth, yea, saith the spirit, for that they may rest from their labours and their works do follow them."

Whereas, Miss Agnes Herndon graduated from Shaw University in 1934 with a B.S. degree in Home Economics and has in every way tried to carry out the ideals of her training; and

Whereas, She taught at Clinton and Washington High Schools under the guidance of the hand that we believe was divine; and

Whereas, We believe that as a teacher of Home Economics and a member of the Home Economics Section of the North Carolina Teachers Association, we know her and know her ability, and believe that had not her health failed she would have given her wholehearted cooperation to the making of a brighter and grander day in the future.

Therefore Be It

Resolved, That the member of the Home Economics Section of the North Carolina Teachers Association submit our wills to the Heavenly Father and in our hearts say, "Thy will be done."

Resolved, Further: That we bow our heads as a token of our humble submission to our Great Creator who doeth all things well.

Resolved, That a copy of these resolutions be sent to the family of our departed friend, a copy be sent to the NORTH CAROLINA TEACHERS RECORD, and a copy placed in the minutes of the Home Economics Section of the North Carolina Teachers Association for publication.

A Native Son of North Carolina, Distinguished Educator and an Honored Citizen of Wilmington Passes

DOCTOR ROBERT R. TAYLOR, at the ripe age of seventy-four years, passed away while attending services Sunday, December 13, in the Chapel at Tuskegee Institute. After fitting exercises there, his remains were taken to his native city, Wilmington, and to the Chestnut Street Presbyterian Church at the same altar where he was Christened as an infant, seventy-three years earlier.

Any eulogy that I might here inscribe on the life of my distinguished colleague and life-long friend, from early boyhood, can only emphasize the many already made from many forums and through the public press.

The best tribute to his memory can in no way picture the actual contributions of his long and useful life. He was not only a great architect and builder in the world of matter, but he was as well, the architect of his own career, "building the ladder by which he climbed." Even his boyhood predicted his remarkable career, for "blood and pedigree" are harbingers of success or failure.

He began his educational career in life's early morning in his native city of Wilmington, at the then Gregory Institute, a congregational school from which he graduated with distinguished honor—having made high grades in plane and solid geometry.

Under the careful tutelage of his father, who was the largest contractor-builder in the city, he became a finished workman, designing at that early age many of the handsomest homes in the city. In 1889 he martriculated in the Massachusetts Institute of Technology, from which, four years later, he was graduated cum magna laude, the first man of color to be graduated from that college. He immediately entered upon his life's work as a designer in a firm of white architects in Cleveland, Ohio. He was soon "discovered" by philanthropists interested in the development of Tuskegee Institute and sent there. He spent forty-one years at this institution and most of the buildings there today were designed by him and built under his direct supervision. If you would view his monument look at the magnificent buildings at Tuskegee. They are all the children of his brain and hands.

For a short period in 1929 he, with Mrs. Taylor, went to Liberia under the direction of the Phelps-Stokes Fund and the Liberian Government, where he selected the site and designed the buildings for "Tuskegee in Africa." Later, on his return, he became vice-president of Tuskegee, performing his duties there until impaired health rendered it necessary for him to return to his native city.

He was at once appointed a trustee of the Fayetteville State Teachers College by Governor Ehringhaus, which position he held at the time of his death.

Doctor Taylor was permitted a long life of seventy-four years and it may be truly said he lived them *to the full.*

To the editor his loss seems intensely personal, because he was about the last of the group with which he grew up who addressed him by the familiar title of boyhood.

Dr. Taylor did not like fulsome praise or glowing panegyric. He always preferred to *do* the work rather than *share* acclaim. Most truly great men have this characteristic.

Summing up the many fine virtues of our beloved friend and distinguished educator at Tuskegee, we find him wise, tolerant, generous to his students; as a citizen he was helpful and cooperative in all civic movements.

In the passing of such a man, permitted so many years of service we cannot view death as a calamity.

We shall rather think of his passing as that of the waters of the graceful Cape Fear, near which he spent his boyhood, sunlit, winding around its banks passing the "Dram Tree" out to the fathomless sea, leaving us to abide our time upon its shores. *"Requiescat in Pace."*

Added Note

Since the above was written, we have just been gratified to receive the following information from authorities at Wilmington:

On December fifteenth the Commissioners of the Housing Authority, at its regular meeting, changed the name of The New Brooklyn Homes, a housing development for Colored families of low income, to the R. R. Taylor Homes, in honor of, and to perpetuate the memory of one of its native and outstanding citizens.

In recognition of this noble act, on behalf of the citizens of Wilmington, Dr. F. W. Avant wrote the Board of Directors, expressing appreciation.

North Carolina Teachers Record

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NORTH CAROLINA NEGRO TEACHERS ASSOCIATION

Published in January, March, May and October by the North Carolina Negro Teachers Association

DR. G. E. DAVIS . . . . . *Editor-in-Chief*

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VOL. XIV JANUARY, 1943 No. 1

Minutes of the Meeting of Executive Committee of North Carolina Negro Teachers Association at Raleigh, N. C., January 16, 1943—Arcade Hotel

The meeting was opened at 10:30 with President Seabrook presiding. He led the group in reciting in unison the 14th verse of the 19th Psalm.

After minutes of last meeting were approved, Dr. G. E. Davis made a report to inform the committee of his work and of the present financial status of the Association.

Money secured from districts this year, was small, said he, as only two districts had met. It would probably be forthcoming before the meeting, he added. The amount of money reported was $777.00.

After a short discussion by the group, Dean A. Elder submitted a plan for keeping the book consistent with the budget:

1. Have teachers pay for incoming year as may be indicated by dates on cards.

2. Set up fiscal year from July to July or some such arrangement that may be shown.

It was moved by Mr. L. R. Best and seconded by Mrs. Aggrey that the fiscal year begin September 1 and close August 31. The motion carried. It was agreed that the first audit of the books be made by a certified public accountant on Thursday or Friday of the association.

Dean Elder's suggestion that teachers pay for incoming school or fiscal year was tabled for discussion as new business at next meeting in April.

President Seabrook read a letter from Mr. T. J. Johnson of the OPA asking for permission to speak on "Rationing and Consumer Buying" during the annual meeting of the State Teachers Association. Dean Elder moved and Dr. Atkins seconded that we accept his kind offer and that we ask him to send a letter that may be published in THE RECORD urging the teachers to attend and assuring him a large audience. The motion passed.

Dr. Davis was asked to print his letter in the Jan. RECORD and to add a statement suggesting that the teachers take THE RECORD in their car to show the OPA statement to any officials who may investigate the cause of the trip.

After suggestions by President Seabrook, Mr. Tarpley and others, that the Friday afternoon session be given over to sectional meetings and Saturday morning for business only, the committee agreed to accept the suggestions. The committee asked Mr. Best to urge that the local committee at Raleigh, have the welcome addresses Thursday night confined to five minutes each by two speakers, only, and that the program be condensed in order to leave more time for guest speakers.

No sectional meetings are to be held Saturday morning. By common consent the morning is to be devoted to business, including the auditor's report.

Among names offered as possible speakers for the general sessions were Pearl Buck, Alice Keller, Carrie Zachery, Com. Studebaker, and others. The committee voted to leave the selection of speakers and arrangement of program to President Seabrook and Executive Secretary.

It was moved and seconded that a legislative committee be appointed by Dr. Seabrook to work with Mr. Jas. Taylor in presenting our problems to the Legislature this month. Among those appointed were L. R. Best, S. E. Duncan and others to be named. The group voted for Dr. Seabrook to call Mr. Taylor and urge him to begin work at once with his committee; to meet the Legislature and urge reducing the differential in teachers' salaries; securing the nine months school session for all children and other improvements in Negro education. Mr. Best was asked to convey to the principals the Committees' desire to have them go ahead with the plans.

It was moved by Mr. L. H. Hall and seconded by Mrs. Ethel Hayswood that the Committee authorize President Seabrook to contact Senators Bailey, Reynolds and all members of the House and ask them to write letters to Congressmen to have NYA retained because of its value to youth. The motion passed.

Some subjects presented for theme were: Education for Increased Participation in Democratic Living, School Experiences for Total War and Victory, and others. Dr. Seabrook is to word the theme which is to deal with the part of the school in helping the Negro during and after the war.

It was agreed that the speakers should know the theme, but would be permitted to use subjects to suit themselves.

After a delicious chicken dinner the meeting adjourned. The next meeting is to be held on Friday morning, April 23, 1943.

Members present included: President J. W. Seabrook, Vice President J. A. Tarpley, Executive Secre-

tary G. E. Davis, Treasurer A. Elder, Recording Secretary Maude M. Jeffers, Mr. O. C. Hall, Mr. L. H. Hall, Mr. L. R. Best, Mr. J. W. Mitchell, Mrs. Ethel Hayswood, Mrs. Rose D. Aggrey, Miss Ethel Wyche.

Notes

The next annual meeting of the Association will be held in Raleigh, Thursday, Friday, and Saturday, April 22, 23 and 24, 1943.

Be sure to read the minutes of the Executive Committee published in this issue.

We are urging the members of the District Association to send in at once the membership dues. Our receipts for the current year are small, since the Piedmont and the Western Districts did not hold meetings this year. Let me urge that dues be sent at once. You work hardships upon your secretary and his helpers by waiting until you come to the annual meeting to get your card and pay your dues.

The executive secretary is urging the officers of each of the sections—college, high school, etc., as set up by the Association to send to his office at once the names and addresses of the officers elected at the last meeting.

It is impossible for him to begin the annual program without these names.

He wishes to correspond with them at once.

THE RECORD is necessarily late coming to you because of the lateness of the meeting of the executive committee. We had to revise the forms already set up for the January issue.

Office of Price Administration

January 20, 1943

Read—Preserve—Bring!

Mr. J. W. Seabrook, President,
N. C. Negro Teachers Association,
Fayetteville, North Carolina.

Subject: Pleasure Driving—Amendment 11 to Ration Order 5C.

Dear Mr. Seabrook:

Replying to your query of January 18, regarding the ruling on driving to the State meeting of the Teachers Association, we feel sure that this is permitted under the regulation, because it is directly related to the occupation of those who would come.

However, in the spirit of the regulation and in the light of our emergency, it will be necessary to emphasize the two fundamental requirements; first, that it must first be determined that the travel cannot be made by alternative public transportation, and that wherever possible the driver of the car should fill up his car with those attending the same meeting. I am sure we can count on the cooperation of the Negro teachers in this as in many other aspects of defense work.

We will be delighted to have some representative of our organization present at your meeting in Raleigh on April 22, and 24, and will be glad to suit the convenience of your program as to the time.

Very truly yours,
Theodore S. Johnson,
State Director.

NOTE: Members traveling to the Association by auto are requested to carry this copy of The Record with them as protection if stopped by Highway Police.—G. E. Davis, Executive Secretary.

Minutes of the General Session of the Seventh Annual Meeting of the Northeastern District Negro Teachers Association, November 14, 1942

(Continued from Page Three)

the Public School in the War Program" through the following points:

1. In winning this war there can be no let down in the civilian defense.

2. A touchdown in a game cannot be made through carelessness and laziness.

3. This game calls for all people to take an active part in winning victory, by doing the little things as an evidence of our faith in the war program.

4. This war program is a challenge of our faith and courage as teachers to carry on in the great struggle.

5. We should face these problems calmly, courageously, and sensibly.

Superintendent Rose climaxed this address by pointing out the importance of looking for the best in each race, and that school is more than a place for a b c's, it is a place to do the things in these stressing times that will win the game.

President Freeland, then recognized visitors present. Mr. Dupree, Farm Demonstration Agent of Pitt County briefly brought to our attention, our duty in the scrap drive.

Greetings were brought to us by President Trigg of State Teachers College, Elizabeth City, N. C. President Trigg stated that he was justly proud of being a teacher and urged that teachers and leaders maintain the continuity of that spiritual thread. He also stated that the public schools should have pupils help plan their living; bring pupils into contact with mature minds; learn to evaluate our activities; think about what we can do to help others; and stress in our schools the fundamentals of living.

The reports of the various committees and sectional meetings were brought before the body.

Democracy! What Price?

By Celestine Barnes
Wendell Elementary School

THE united peace preserving nations of the world are today fighting to preserve democracy. There are more than thirty of these nations now united to down Hitlerism. Soldiers from these United Nations are found on many continents of the globe. They have united in one good cause: *to do away with Hitlerism.*

The Black Boys of America are doing their share in this struggle. They make excellent soldiers. They are brave, daring, and courageous.

Today these Black Boys are *found on soil which they dared not tread* a few months ago! *Today they are in Australia!*

These Negro youths realize that it is democracy which needs to be preserved, and it is democracy which they love. They will suffer, fight, and even die to preserve democracy. The price of democracy is not too great for Negro democratic-loving citizens.

Dorie Miller loves democracy. He's a Negro. So much does he love democracy that he is willing to give his life for it. The recent raid on Pearl Harbor brought to the eyes of American citizens this brave Negro youth. He's a hero! He's the hero of Pearl Harbor! No price is too great for this youth to pay for democracy!

A few weeks ago when riding on a northbound bus through the state of Virginia I had a most interesting experience. Some white and Negro soldiers boarded the bus on which I was riding. Both the white and Negro soldiers were from northern states as could readily be detected from their speech, accent, conversation, and manners. Soon every seat on the bus was filled before all of the soldiers had seats. The Negro youths occupied the rear section of the coach and left some of the white soldiers standing. Every seat on the bus was taken. The operator mounted the bus and yelled, "All right, you Negro soldiers, double up and make room for the soldiers standing!" About that time a white soldier (believed to be of Italian descent) answered the operator and said, "What do you mean? These boys are soldiers just as we are. They deserve a seat as well as we!" The operator of the bus looked somewhat humiliated for the white boys refused to take the seats of the Negro boys.

Is such an example of real democracy or is it a typical example of Hitlerism?

Today we are facing the most critical period ever witnessed in American history. We are facing a great war, but we are going to win this war if we must make greater sacrifices than ever in the history of America. We will make sacrifices, and make them willingly.

We as teachers and leaders have a great obligation to face. Regardless of how much we desire to avoid this obligation, we cannot.

We must teach our girls and boys that we must pay a great price for democracy. As Negro democratic-loving citizens, the price which we pay for democracy is a greater price than will be paid by any other racial group in America.

Are we willing to pay the price for democracy? I wonder!

The Teacher's Defense Job

We build for health
  That in wartime
We'll have a wealth
  Of men strong and fine.

We build for thrift
  That in times of stress
Our loads we can lift
  As we march abreast.

We build for change
  As nothing is static,
Where duties arrange
  For things more emphatic.

A nation is built
  In the minds of youth,
Destroying all filth
  And things uncouth.

With such defense
  And love and law—
In years to come
  There will be no war.

—Written by Esther D. Moore, Rhoney Elementary School.

"Adapting the School To Children's Needs"

(Continued from Page Two)

though the administrative and supervisory forces of a school perform an important function in all the activities mentioned so far, the part they play is certainly of no greater importance than that played by the teacher. Certainly administrators are not independent of parents and community. A school that is to make adjustments, and to avoid as many maladjustments as possible, is a school in which administrators, supervisors, teachers and parents are working as a unit on a common task. If teachers are still the narrowly-trained, monitor type, if the whole responsibility of operating the modern school must be placed upon the administrative and supervisory specialists, then most of which has been discussed here is beyond realization.

Improving the Nutritional Status of High School Youths

By Reducing Low-Cost Foods and Menus That Will Be Helpful To Low-Income Groups

CAROLYN H. HUMPHREY AND CATHERINE S. SYSNETTE
J. C. Price High School, Greensboro, and Clarkton High School

Purpose:

1. To teach high school and upper grade students the basic requirements of well balanced diets through organized class instruction and home practice.

2. To improve the diets and food habits of high school and upper grade youths.

Objectives:

1. To acquaint students with adequate diets.

2. To encourage better buying practices.

3. Encourage the use of low-cost foods which provide for adequate nutrition.

4. To provide menus using low-cost foods which are high in food value.

5. To insure adequate preparation of food to retain food value.

6. To stimulate proper eating habits.

Desired Outcomes:

1. Improvement of nutritional status.

2. Better knowledge of buying, planning and preparing balanced diets.

3. Stimulation of interest in growing and canning food.

4. Improvement of general health.

Since the beginning of the twentieth century and particularly since the country has been at war, it has been realized more than ever before how large a part nutrition plays in the general health of the individual. For that reason public health workers are now paying more attention to diet than ever before.

Nutrition has been defined by McCullum and Simons "As the sum of the processes concerned with growth, maintenance and repair of the human body as a whole or of its constituent parts." *

In order to develop an effective nutritional program we must understand the factors involved in maintaining proper nutrition. Good nutrition depends upon three fundamental factors:

1. The fuel requirement
2. The intake of protein
3. The need for minerals and vitamins.

In order to plan a well balanced diet one must know something of the food value of common foodstuffs. The following tables are included in an effort to make this knowledge available.

In listing foods which supply the elements needed for good nutrition we have tried to list the most common foodstuffs. The foods which contribute most to the diet have been emphasized as best sources of various food elements, while there are many others that contribute calories but are not considered best sources.

* "The Newer Knowledge of Nutrition, page 15.

EVERY SCHOOL CHILD SHOULD EAT THESE FOODS

Foods	Minimum for Health	Average Requirement
1. Milk	Fresh Milk, 1 pint daily or Evaporated Milk, ½ large can daily	Fresh Milk, 1 quart daily or Evaporated Milk, 1 large can daily
2. Meat or Fish or Poultry	1 average serving 3-4 times a week	1 average serving daily
3. Egg	1 egg 3-4 times a week	1 each day
4. Tomato or Orange	1 large or 2 small tomatoes, or 1 large glass tomato juice or 1 medium size orange daily	1 medium size orange and 1 tomato or one glass tomato juice daily
5. Other Fruit	1 serving daily	2 servings daily
6. Other Vegetables	2 servings daily (one should be served raw)	2-3 servings daily (one should be served raw)
7. Potato—white or sweet	1-2 servings daily	1-2 servings daily
8. Whole Grain Bread and Cereal	1 serving whole - grain cereal and 1-2 slices of whole wheat or rye bread daily	1 serving whole - grain cereal and 1-2 slices whole wheat or rye bread daily
9. Butter	1 oz. (2 tablespoons) daily	½ oz. (1-4 tablespoons) daily
10. Water or Other Fluids	6-8 glasses daily	6-8 glasses daily

If a child is underweight his calories may be increased by allowing him, in addition to the foods listed above, enough bread, potatoes, butter and other foods rich in calories to increase his weight to normal. He should not be urged or coaxed to eat.

Taken from North Carolina School Health Coordinating Service, Raleigh, N. C.

FOOD NEEDS OF THE SCHOOL CHILD

Food Needs	Why Needed	Good Sources (Best Sources in **Bold**)
1. Foods to provide CALORIES	To provide energy for work and play To build into body fat	**Bread** **Cereals** **Potatoes** **Butter** **Milk** **Meat** **Fish** **Eggs** Gravy Sweets Salad Dressing Fruits Vegetables
2. Foods to provide adequate PROTEIN	To build muscles and other body tissues To help build blood	**Milk** **Meat** **Eggs** **Fish** **Poultry** **Cheese** **Soybeans** Dried Peas Dried Beans Nuts
3. Foods to provide adequate CALCIUM	To build strong, healthy bones and teeth To keep bones and teeth healthy	Milk
4. Foods to provide adequate PHOSPHORUS	To build strong, healthy bones and teeth To keep bones and teeth healthy	**Milk** **Fish** **Eggs** **Meat** Poultry Whole Grain Cereals Dried Peas and Beans
5. Foods to provide adequate IRON	To make red blood To avoid anemia	**Liver** **Lean Meat** **Egg Yolk** **Molasses** **Whole Grain Cereals** All highly colored fruits and vegetables

Unit of Malnutrition

A. Contributing Causes of Malnutrition

1. Ignorance

2. Lack of Knowledge of Food Value

Proteins, Vitamins, Minerals, Carbohydrates, Fats and Water.

3. Poor Buying Principles

1. Buy too many expensive foods.

2. Buy too many starchy foods and not enough fruits and vegetables.

3. Buy every day.

4. Buy on credit.

5. Do not buy foods needed for the body.

4. Improper Preparation

1. Cook vegetables too long and destroy food value.

2. Add soda to vegetables which destroys food value.

3. Vegetable liquids thrown away.

5. Improper Eating Habits

1. Poor environment.

2. Unsanitary conditions.

3. Emotional disturbances

4. Likes and dislikes.

5. Poor appetites.

6. Lack of personal cleanliness.

6. Poverty

1. Sense of value.

2. Investment of money

3. Needs before wants. Ex.: If I make $10 per week would I spend $3 for rent, $3 for food and $4 for pleasure?

B. Some Effects of Malnutrition

1. Underweight.
2. Overweight.
3. Poor posture.
4. Bone deformity.
5. Flabby muscles.
6. Rough skin.
7. Pallor.
8. Lack of energy.
9. Chronic fatigue.
10. Lack of mental alertness.
11. Poor appetite.
12. Chronic constipation.
13. Decayed teeth.
14. Bleeding gums.
15. Night blindness.
16. Dull eyes.
17. Certain diseases.

C. Prevention:

1. Well balanced diets.
2. Buy wisely.
3. Encourage buying low-cost foods high in nutritious value.
4. Buy staples in quantities.
5. Buy in person.
6. Pay cash.
7. Buy by grades and brands.
8. Note sanitary conditions of market and salesman.
9. Encourage reading.
10. Encourage a food consciousness.
11. Encourage raising gardens.

D. Procedure:

1. Demonstrate ways of cooking food to retain nutritive value.
2. Prepare and serve a low-cost, balanced meal.
3. Distribute copies of low-cost menus and recipes.
4. Illustrate ways of using equipment.
5. Illustrate way to improvise utensils.
6. Distribute copies of recipes.
7. Have each child make garden calendars.
8. Introduce low-cost foods.
9. Motion pictures.
10. 4-H clubs.
11. Lectures.
12. Demonstrations on canning.

Lectures:

1. Dietitian, "Adequate Diets."
2. Home Economics Teacher, "Preparation of Adequate Diets."
3. Home Demonstration Agent, "Demonstration on Canning."
4. Farm Demonstration Agent, "Gardening."
5. Dentist, "Effect Diet Has on Teeth."
6. Physician, "General Health."

Motion Pictures:

1. Foods and Nutrition.
2. Foods and Digestion.
3. Digestion of Food.
4. Water Supply and Drainage.
5. How Teeth Grow.
6. The Milky Way Out.
7. Child Care.
8. School Lunch.
9. Citrus on Parade.
10. Clean Face and Hands.
11. Posture.
12. Teeth.
13. Cleanliness.

(Continued on Page Fourteen)

Our Aquarium

Developed in the Third Grade

By Pearl V. Modlyn
Teacher, W. C. Chance High School, Parmele, N. C.

I. How the Activity Began:

At the beginning of the school term when the children of the third grade class were asked how they spent their vacation. They were ready to talk about the trips they made during the summer.

Even though some of them had not been so far from home they had been to some place of interest.

One child told of a school that she had visited and of the different things of interest she saw in the different classrooms. Among them, the one that seemed to have interested her most was a balanced aquarium or a large fish bowl as she called it. She said, "We have some gold fish in our room but our bowl is smaller than the one I saw during the summer, and we don't have anything green in our bowl."

In our classroom at that time we did have a small fish bowl (1 gallon) with two fish in it. So I tried to explain to the children that the bowl that the child had seen was a larger bowl with plants and animals in it and was a balanced aquarium. Then some one wanted to know "What is a balanced aquarium?" This I tried to explain on a level intelligible to the child.

I promised them that I would find some pictures of a balanced aquarium and bring to class the next day.

The next morning after we had had our devotional exercise, one little boy came up to my desk and asked if I had found the pictures of the bowl that we talked about the day before. I told him that I had and showed the pictures to the class. Their interest was aroused to the extent that they said, "We want a large bowl like this picture instead of our small one." I find that children are always ready to try things out in their desire to acquaint themselves with their environment. This desire was encouraged through the study of building and maintaining an aquarium in our classroom. Finding out for themselves will arouse interest and new incentive.

The next question in our minds was how can we get our aquarium? One child suggested that we sell sandwiches and lemonade, another said, "We can sell milk and sandwiches"; another said, "We can sell ice cream." We finally decided to sell milk, ice cream, and sandwiches every day during our lunch period. This we did, and at the end of four weeks we had enough money to buy our aquarium, animals, plants, rocks, and ornaments. We used the gold fish and snails because tropical fish sometimes cause a lot of trouble.

II. Setting Up Our Aquarium:

The water near our school has very much iron in it. After standing it becomes yellow. We knew we couldn't use this water, because in a balanced aquarium you must have clear water. We asked our Principal to take us to a running spring about two miles from our school to get some clear water. He gladly consented to go. We got jugs, cans, and bottles and a group of the children and the teacher went to get the water. Our aquarium holds six gallons.

In setting up our aquarium we observed the following steps: First, we washed our aquarium well with common table salt. Then we washed our sand well and spread it over the bottom. We sloped the sand; that is, we made it deeper in the back than we did in the front. After spreading our sand our next step was to put in our rocks and other ornamental rocks and stones. We then placed our rooted plants in the sand around the three sides, leaving the front and center for observation. Next we poured the water gently over spread-out fingers to keep from disturbing the plants and rocks. Last we put in our floating or non-rooted plants. Our aquarium was allowed to stand 24 hours before we put in our animals. The animals in our aquarium are: newt, turtle, gold fish and snails. The plants in our aquarium are: vallisneria, sagittara, elodea, and calomba.

We also have a feeding trough, ornaments and a feeding ring in our aquarium.

III. Objectives:

1. To teach the children the meaning of a balanced aquarium.
2. To teach them how to set up and maintain a balanced aquarium.
3. To teach them the functions of the plants and animals and how one depends upon the other.
4. To arouse interest in the world around us.
5. To show that in nature everything is a part of a balanced whole.

IV. Activities:

Art

Individual Activities

1. Collecting pictures.
2. Drawing the aquarium.
3. Drawing the animals.
4. Drawing the plants.
5. Drawing the aquarium and putting the plants, animals and rocks in it.
6. Making posters.

Group Activities

1. Setting up the aquarium.
2. Making an aquarium scrap book.
3. Dramatization of animals.
4. An assembly program.

V. Language:

1. Writing sentences.
2. Writing short stories.
3. Making riddles.
4. Writing poems.
5. Writing songs.
6. Writing invitations to the parents and other classes asking them to come to see our aquarium.

VI. Arithmetic:

Opportunities for number work were many. We had many occasions while selling to use counting, adding and subtraction combinations.

VII. Health:

Emphasis was placed on cleanliness as a requisite to keep our animals and plants in a healthy condition.

VIII. SPELLING:

Vocabulary of new words—

aquarium	sagittaria
overstocking	algae
calomba	vallisneria
balanced	floating plants
carbon dioxide	elodea
newt	oxygen
establishing	trough

IX. TYPES OF PROBLEMS:

1. What is a balanced aquarium?
2. What is the function of the plants?
3. What is the function of the animals?
4. How often should the animals be fed?
5. About how much food should be given?
6. What will happen if the animals are fed too often or given too much when fed?
7. What happens when a balanced aquarium becomes unbalanced?
8. What do you mean by overstocking?
9. Where is the finest aquarium in the world of its kind located?

True or False Sentences

1. The gold fish should be fed three times a day.
2. The newt and turtle should be fed once a day.
3. Snails are of no use in the aquarium.
4. The plants are used only for beauty.
5. The top on the aquarium should be left off so the animals can breathe.
6. The gold fish swim with their fins and tails.

Cross Out the Wrong Answer

1. Fish like to walk, swim, fly.
2. The newt can talk, eat, swim.
3. The turtle is black, red, green.
4. The snails move fast, slow, not at all.
5. The plants are brown, blue, green.
6. The feeding ring is round, square, oblong.
7. The fish swim with their feet, fins, mouth.
8. A few grains of sugar, Epsom Salt, pepper should be put in the water once a week.

X. CREATIVE ACTIVITIES

Poems, Riddles, and Song

The newt is a jolly little fellow,
He swims around and around;
If you didn't know him
You would think that he'd drown.

The turtle is pretty and green,
I like to see him eat;
He swims around and around—
He paddles with his feet.

See the pretty gold fish
Swimming in the water,
One is gold and white—
I love him with all my might.

I am green
I am pretty
I live in the water
What am I?
(A plant)

I am gold
I am pretty
I like to swim
What am I?
(Gold fish)

I am brown
I swim round and round
What am I?
(A newt)

I swim in the water
I move slowly
What am I?
(Snail)

What is this—
It starts with an A
And ends with an M
(Aquarium)

What is this—
It starts with an R
And ends with an S
It is very pretty
(Rocks)

SONG

Tune—*God Bless America*

See our gold fish,
See how they swim—
Up and down all around.
See them play, see them swim, see them eat
In the bowl,
All around.
See the newt and turtle, too.
We love our gold fish,
Our snails and turtle, too.
We love our gold fish,
Our newt and turtle, too.

OUTCOMES:

1. The children developed many new concepts.
2. Reading interests were stimulated.
3. Vocabularies increased.
4. Children developed initiative.
5. The habit of observing Nature more closely.
6. An increased knowledge of poems, stories and songs.
7. Improvement in the child's ability to express his thoughts.

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Improving Nutritional Status of High School Youths

(Continued from Page Twelve)

14. The Story of Milk.

Review:

1. Good Nutrition.
2. Malnutrition.
3. Lectures.
4. Motion Pictures.

Suggested Projects:

1. Nutrition Week.
2. Assembly Program (Nutrition in Wartime).
3. Bulletin board devoted to Nutrition.
4. Nutrition Poster Display.
5. Library Display on Nutrition Publications.
6. Special Edition of School Newspaper on Nutrition.
7. Wise Buying Contest.
8. Radio Skit.

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A Proposed Philosophy for Education In the United States

On the Secondary School Level

By A. B. Turner, Ph.D. and John G. Turner, M.A.
Division of Social Sciences, Bennett College, Greensboro, N. C.

In our democratic society where we are relatively free in our way of action, where we direct our lives more or less by choice, there exists a need, namely, that of educating American individuals to think for themselves on vital socio-economic issues in order that they may live a more abundant life. The writers interpret an abundant life as the enjoyment by way of freedom, of all those civic and aesthetic virtues for which our constitution paves the way for in this democratic society that presupposes a great respect for the intelligence and faith of the common man. The purpose is not to live the life of ease, but to live in the happier, richer, fuller and more progressive manner which is accessible to every individual in America. To understand man's relation to his fellow-man in society, to share that certain something that is necessary where living is so interdependent in character, should be our primary aim. We live, *not* as separate individuals distinct from one another in this world, but as neighbors and helpmates, each helping by carrying the burden according to his ability thus making life more *realistic* than idealistic. However, thus abundant life is optional with the individual; he is free to accept or reject it. It is felt that in this manner of living the abundant life, the *Ideals of 1776*, according to John W. Studebaker,[1] might be met by carrying to a completion and to a firm realization the intent of our forefathers when they declared their independence from Great Britain:

> That all men are created equal; they are endowed by their creator with certain inalienable rights; among these are life, liberty and the pursuit of happiness. To secure those rights, government are instituted among men, deriving their just powers from the consent of the governed; that whenever any form of government becomes destructive of those ends, it is the right of the people to alter or abolish it.

However, to live this abundant life does not imply the overthrow of the existing social order nor does it mean to change our democratic ideal as expressed today in the republican form of government. The problem of the educator then is to attempt to make possible the exercise of this freedom that is given every human being regardless of race, creed or color, to know the truth, to speak the truth and *act* according to the wishes of society where the idea of sharing is measured by the greatest good it can carry to the greatest number of inhabitants.

If education is to be considered as growth and a never-ending process extending from the cradle to the grave, the secondary school in the United States will have to discard its traditional subject-activity curriculum and adopt one of the child-centered (individual) type. The interests, needs and special aptitudes of the child as an individual must be given consideration. Likewise, cognizance must be taken of adult needs and interests. If the adolescent is to grow into the effective future citizen of tomorrow, every opportunity must be afforded him to do this physically, intellectually and emotionally. Physical growth does not stop at any particular stage of human development. The same holds true for intellectual growth and consequently it should *not* be curbed.

Secondary education in the United States must be planning affair for all the youth of the land and at public expense. If democracy is to be practical, schools must be established for the weak and the strong; the sick and the lame; the low and high "I.Q'd" individuals of both academic and vocational nature. Educators must support all efforts to bring about rational planning of our social life as a whole directed in the best interest of the democratic ideal. All students should be so well-grounded in their social thinking, attitudes and habits, that they will automatically fit into the other existing agencies in society that are promoting the *good life*. Yet society must do its share by providing situations which are educative in character, providing for unhampered collection and dissemination of knowledge and providing adequate means of securing competent teachers for the secondary schools.

The secondary school program in the United States must be a continuous affair, that is, its housing must be open to the community on a "twenty-four hour" basis. Under these conditions the school will then become a community enterprise instead of an enterprise "for children only." In this manner the adult will be taken into the school affairs. According to Fisher:[2]

> The great task in America is to so establish the values of life that an art of living shall emerge among the masses—that we shall use the extra hours NOT to make life busier and more hectic by entering into a thousand unimportant activities but that we shall claim our leisure for personal cultivation, the enrichment of the family, and the improvement of the social order—looking forward not so much to pleasure as to happiness; not to power but to goodness; not to fame but to excellence.

Dictatorship presupposes a high degree of public confidence in the central authority and a willingness to follow policies which others decide. In a democracy it is assumed that the major policies of a nation will be developed through the formal or informal expression of public opinion. If this public

(Continued on Page 16)

Objectives of the Hyde County Teachers

E. ORETA CLAY

Hyde County Training School
Scranton, N. C.

The Hyde County Unit of the North Carolina Teachers Association held its first regular meeting for the sole purpose of formulating tangible groundwork for the school year. By the close of the meeting, the following objectives had been presented and accepted:

1. A continuance of the customary Seventh Grade Scholarship, with a slight alteration. Instead of awarding the scholarship to the highest ranking seventh grade student at the completion of the seventh grade, the Scholarship Fund is to be given to the eighth grade student meriting the highest average in his class at the end of the first semester.

2. A hundred per cent financial representation of membership in the State Teachers Association.

3. A hundred per cent membership in the Red Cross Drive.

4. The sponsoring of a cooperative County-wide Commencement.

5. The boosting as well as the increase of membership in the county Credit Union.

6. Teachers taking a leading part in the purchasing of War Stamps and Bonds.

7. The placing of emphasis upon personal hygiene and sanitation and encouraging proper nutrition among pupils.

8. The organization of active community Parent-Teachers Associations, and combination of the community associations into one county unit.

9. Monthly discussions of topics having direct and helpful bearing upon the problems confronting teachers in Hyde County.

10. Regular meetings of teachers each Saturday following the close of the school month.

Last year the teachers of this county had similar objectives and with one hundred per cent cooperation on the part of all concerned, all of the objectives were realized by the close of the school year.

Additions to the 1941-1942 Roll as Appeared in October Issue

DAVIDSON COUNTY— Dunbar High School, Lexington: Mr. W. L. Miller; Church Street School, Thomasville: Mrs. Lillian Hart, Miss E. V. Perry.

CHATHAM COUNTY—Siler City: Mrs. M. N. Morris.

DURHAM COUNTY—Hillside High School, Durham: Miss Pauline Sharpe.

EDGECOMBE-NASH COUNTIES—Rocky Mount: Miss Jessie Merritt, Mr. Earl Burnett.

FORSYTH COUNTY—Winston-Salem: Mrs. W. H. Kennedy, Miss Rosalie Frazier, Mrs. Sarah S. Oliver, Mr. Lemuel Boulware, Miss Evelyn Spencer, Miss Laura L. Gaines, Mrs. Janie B. Harrington, Mrs. Elouise Dillahunt, Miss Margarett Shaw, Miss Elizabeth H. Baker, Miss Quessa Hauser, Miss Minnie Williams, Mrs. Majorie Muldrow, Miss Chrissie Tolliver.

FRANKLIN COUNTY—Albion Acad., Franklinton: Miss Q. E. Hawkins; Franklinton, Mr. H. E. Neil.

GUILFORD COUNTY—Otis T. Geminger, Gibsonville; Mr. J. W. Jeffries, A. and T. College, Greensboro.

IREDELL COUNTY—Miss M. B. Vaughan, Statesville.

JOHNSTON COUNTY—Miss E. B. Crowder, Selma.

MECKLENBURG COUNTY—Miss Fannie Beatty, Charlotte.

MOORE COUNTY—Mr. L. L. Henderson.

PASQUOTANK COUNTY—Mr. J. J. Mitchell, Mrs. J. J. Mitchell, Elizabeth City.

PERSON COUNTY—Roxboro: Miss A. M. Tuck, Miss Matucie Woods, Mr. Brisbane Umstead, Mrs. Brisbane Umstead, Mrs. L. S. Jones.

POLK COUNTY—Mrs. Lola M. Jackson.

RANDOLPH COUNTY—Miss Ethel Green, Asheboro; Miss Sarah Southwick, Strieby; Miss Adelaide Hedrick, Asheboro; Mrs. Ethel Reed McCoy, Asheboro; Miss Lovie Meador, Liberty.

ROCKINGHAM COUNTY—Madison: Mrs. E. Chapman, Mrs. Mary J. Scales, Mrs. Mattie C. Peebles.

RICHMOND COUNTY—Miss Helen B. Hairston, Hoffman.

SCOTLAND COUNTY—Laurinburg: Miss Madeline Dent, Miss Lula Mae Williams.

STANLY COUNTY—Miss Willie E. Rush, Norwood.

SURRY COUNTY—Miss Julia R. C. Flowers, Westfield; Miss Lola C. Abernathy.

UNION COUNTY—Monroe: Mr. J. W. Brown, Mrs. J. W. Brown, Miss Lilly Bell Snoddy, Monroe; Miss Dorothy Cuthberson; Monroe.

VANCE COUNTY—Miss Clara Barnes, Henderson; Mr. A. L. Scott, Kittrell College.

WAKE COUNTY—Mr. A. E. Manley, Supervisor, Negro High Schools, Raleigh; Garner High School: Mrs. K. M. Haywood, Prof. C. A. Mariott, Mrs. M. B. Jones, Mrs. Ida Miller, Miss E. M. Jordan, E. L. Sanders, Mrs. Annie M. Riveria, Iris B. Lane, Mrs. B. W. Moore, Miss Geneva V. Stroud, Mrs. Lottie H. Rollins, Mrs. Beulah Robinson, Mrs. N. L. McLain; Wake County Group: Mr. L. S. Barhame, Raleigh; Miss Nellie Snipes, Method; Mrs. L. S. Barhame, Raleigh; Miss Mamie Shepard, Raleigh; Mrs. E. E. Lewis, Zebulon; Mr. N. A. Lewis, Zebulon; Mr. C. I. Sawyer, Raleigh; Miss Clara C. Barnes, Wendell School.

WILKES COUNTY—Mr. J. M. Graves, Ronda; Mrs. Gertrude Bowers, North Wilkesboro.

WILSON COUNTY—Miss Mary Gaston, Elm City.

YADKIN COUNTY—Mrs. Ollie Camp, Jonesville.

NOTE: By error, Fremont appeared in October issue under Robeson County. Of course it is not Fairmont and belongs under Wayne.

NOTE. Under Hyde County Mr. W. A. Jordon was by error written Mrs.

A Proposed Philosophy for Education In U. S.

(Continued from Page 15)

opinion is to be expressed, guidance and direction can be best afforded the adult by the secondary school taking him into the scheme of school affairs and planning a program of adult education with him.

Due to economic changes, it will be necessary for adults to become very versatile at their vocations. In some cases it will be necessary for them to learn more than one trade. In doing this or in adopting this program a larger proportion of the adults will be brought into immediate contact with the school program and from this an increasing interest in the public school as an agency for the influencing of good citizenship may be developed.

An extensive program of this type will obviously give school administrators and teachers alike an opportunity to become better acquainted with societal-relationships as expressed in interests and needs of actual life. This is the surest way of bringing the already wide gap between the adult sphere of things and that of the child. The public secondary school in the United States will then become a community social service center for *ALL* the inhabitants of the locality: for men and boys, women and girls, and thus will eventuate in the living of a more abundant life.

[1] Plain Talk, page 20.
[2] Journal of Adult Education, June, 1933, page 237.

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Official Publication of the North Carolina Negro Teachers Association

The Dunbar High School

Mooresville

Norris F. Woods, *Principal*

Published in January, March, May and October, by the
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CONTENTS

Page

Democracy In Education 2
By Leander L. Boykin, Fayetteville State Teachers College, Fayetteville, N. C.

The Dunbar High School, Mooresville 4
Mrs. Geneva B. Miller, Mooresville, N. C.

My Philosophy of Education 5
By Lester L. Boyd, Leonard Street School, High Point, N. C.

Problems Teachers Have With Principals 6
By Z. S. Hargrove, Jr., Douglas High School, Lawndale

Adolescent Relationships 7
By Arminta T. Cardwell, Elizabeth City High School

Negro High Schools and Negro Colleges Asked to Participate in Essay Contest on the Control of T. B. 7

Meeting Crown and Scepter Club 7

Presentation of the Plea of the Negro Teachers' Association to the Joint Appropriations Committee 8
By James T. Taylor, Chairman Committee on Legislation

What a Ninth Grade Pupil of the Chapel Hill High School (White) Thinks of the Negro 10
By Hilda Sharkey, English II

Roster of Myers St. School 10

An Example of a Drill Used in the Teaching of the Novel, Silas Marner 11
By Vina Wallington, Sedalia High School

Teaching the Wartime "3 R's" to the People of North Carolina . . 14
By Doxey A. Wilkerson, Associate Prof. of Education, Howard University

The Approaching Sixty-Second Annual Convention of the North Carolina Teachers Association 16

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Democracy In Education[1]

By LEANDER L. BOYKIN

Fayetteville State Teachers College, Fayetteville, N. C.

EVER since the founders of our nation wrote into the Declaration of Independence, that most far-reaching statement of human history, "All men are created equal," the American dream and conception of democracy has constantly found expression in the idealisms of the American people, in the establishment of institutions in a social order built upon democratic principles, and in the utterances of sincere statesmen, educators, and philosophers.

Today, however, after three centuries of a development and a century of unparalleled industrialism, in which land, resources, and people have been exploited chiefly with the desire, and indeed, the need of getting riches, all America stands at the crossroads.

Anti-democratic groups have sought to secure control of our nation, to entrench themselves in authority. The economic powers that be, have made every effort to see that their strength was augmented, that they might not be cast down from their positions of dominance not only in America but throughout the world. Organized labor has rallied its strength for what may ultimately be more than a battle for "self preservation." And we are now engaged in a life and death struggle for the preservation of our democratic way of life. The fact that democracy is threatened and challenged from without and from within has caused most thoughtful persons to take a more accurate account of our national ideals. We are examining anew the meaning of democracy, and the fundamental principles of justice, human freedom—social, economic, and political, and the intercourse by which the ideals of democracy may be achieved by all the peoples of the world.

A threat of identity runs through the volumes of literature on the subject of the meaning of democracy. Complete democracy, says Gillette[2] "is the right of the masses of the people to a participation in all the essential satisfactions of life, and the right to control the means and agencies by which such satisfactions are distributed in society." According to Leighton[3] "the term has several meanings—political democracy is government of the people, by the people, for the people; Ethical democracy means that as subjects of personal well-being or happiness, all individuals have a basic equal interest . . . all share in the fundamental attributes of humanity and therefore are entitled to equality of consideration." Axtelle[4] states that "democracy can be regarded as a form of organization of society which is founded upon respect for the personality of each individual." According to Counts[5] it has "been a word to conjure with in America for more than a hundred years," and Newton[6] and the faculty of Columbia University[7] assert that "democracy is more than a political government and a system of social and political organization, it is a moral and social conception and way of life." And Reavis of the University of Chicago concludes that:

"In a political sense the term is used to characterize that form of a government in which the supreme power is retained by the people and is exercised either directly or indirectly through a system of representatives or delegated authority periodically renewed, as in a constitutional representative government or a republic. In a social sense democracy is conceived as a plan of living in which a conscious effort is made so to organize life that all persons may share, to the extent of their abilities, in the achievement of common purposes."[8]

The deep concern with democracy is by no means a new factor in the educational scene. That it applies to education was voiced by Dewey as early as 1916, when, in discussing the democratic conceptions in education in his book Democracy and Education, he stated that:

"The two points selected by which to me show the worth of a form of social life is the extent in which the interests of a group are shared by all its members, and the fullness and freedom with which it interacts with other groups."[9]

About the same time, the American Federation of Teachers adopted the slogan, "Democracy in Education; Education for Democracy, and ever since schools have been rallying to preserve the essential basis of the "American" dream.

The concern with democracy led to self-analysis by educators. The renewed attention brought to light the startling fact that many school procedures taught children and teachers to live in an autocracy rather than in a democracy. Accepting Kilpatrick's. "We learn what we live," some educators came to the conclusion that many schools were preparing for fascism. Accordingly, the anxiety and concern with democracy led to a healthy experimentation with its practices in all types of educational endeavor. Building upon the works of Dewey, the progressive education movement, and many

---

[1] For the purposes of this article, the writer does not wish to attempt an exposition of the merits and the limitations of democracy in the various fields of organized human endeavor. He does not claim such ability, even if he had the desire. Rather, he prefers to consider briefly some of the implications of democracy in education, especially such of its phases as school administration, and educational public relations. For the purposes of this article, the preposition "in" is the weighted word.

[2] Gillette, John N., Rural Sociology, MacMillan, New York, 1922, page 503.

[3] Leighton, Joseph A., Social Philosophies in Conflict, Appleton, 1937, page 143.

[4] Axtelle, George and Others, Teachers for Democracy, Appleton, 1940, page 57.

[5] Counts, George S., The American Road to Culture, John Day, 1930, pp. 78-79.

[6] Newton, Jesse, Education for Democracy in Our Times, McGraw-Hill, 1939, page 54.

[7] Democracy and Education in the Current Crisis, Faculty of Teachers College Bulletin, Bureau of Publications, Columbia University, N. Y., Aug., 1940, page 4.

[8] Reavis, William C., "Democratic Ideals in Teaching and Administration" in "Education in a Democracy," Newton Edwards, Editor, University of Chicago Press, 1941, pages 101-102.

[9] Dewey, John, Democracy and Education, MacMillan Company, New York, 1916, page 93.

other influences, experimentation in democracy in education took various forms.

That democracy can function and is now functioning in public education to an increasing extent can be illustrated by many examples. In many school situations pupils are allowed to have a part in planning lessons and class activities. Student self-government has generally received encouragement. Democracy has been to some extent introduced into the relations between teachers and supervisors and administrators. In many instances, greater responsibilities have been transferred to students, staff members or departmental heads. But likewise it is evident that democracy in education is not found one hundred per cent present in all school systems. Occasionally one yet hears the complaint that the average teacher in the ranks counts for very little in the councils of a school system, that administrative authority is too much concentrated and too autocratic, and that educational leaders are permitting educational theory and educational research to outrun too far the intelligent support and sympathy of the tax-paying public. Such criticism should not cause resentment; rather, it should cause a careful inventory looking toward remedial measures.

One thing is certain. Now that we are engaged in an all out war effort; as the struggle for the preservation of democracy enters its most crucial stage, tensions will intensify and crises of great turbulence and chronic preparation will mount. Pressure upon schools, administrators, teachers, and pupils will increase and great inroads will be made with violent savagery into the democratic gains already won by the blood, sweat, tears, and toils of the American school teachers, liberal administrators, and social philosophers. And unless educators are militantly vigilant, gains in freedom and democracy in education will be wiped out. Believers in democracy in education must be united in guaranteeing its present gains and future security. Too, we must guard against those in our ranks whose thoughts and activities will lead to intolerable anarchy, and who, claiming to be ardent promoters of democracy, would make the school a bulwark for the preservation and advancement of fascist ideas and dreams.

The Spencerian concept of education as preparation for complete living, and the dogma of formal discipline, have done much to make educational leadership autocratic and schoolroom procedures both formal and articificial. These two concepts, at least in their extreme forms, have tended to cause the personality of the learner and the laws of learning to be ignored. They have caused educational values of immediate interest to the learner to be sacrificed for those of the future. But if we accept the philosophies of Dewey, Kilpatrick and others, we learn that education is vastly more than a mere preparation for the future; it is activity on the part of the student leading to further activity, it is growth in experience, it is life itself. Thus the student as an individual, and the class as a group, become the dominating factors in the whole educational procedure, and school administration is made ancillary to the more vital and elemental process of teaching.

Granting that it is not always expedient, if not impossible, to establish a pure and complete democracy through a school system, in view of the fact that public education is of the people, by the people, and for the people, for the true purpose of education, administrators in their logically exalted positions should exert and employ "expert leadership rather than "driver-ship." Custom and law have placed such great authority and responsibility in the administrative head of most school systems and colleges that even a republican form of democracy "follows afar off," and public consciousness is yet palsied too much by the inertia of tradition to get an adequate conception of the true aims and opportunities of public school education in a modern democracy.

Perhaps it is well that authority and responsibility, within certain limits, should repose in the school superintendent, principal, or college president, but the major function of their leadership should be that of inspiring an orderly, intelligent cooperation of all the social groups connected with their school systems for the attainment of worthy educational ends.

Dewey tells us:

"The development within the young of the attitudes and dispositions necessary to the continuous and progressive life of a society cannot take place by direct conveyance of belief, emotions, and knowledge. It takes place through the intermediary of the environment. It (the social environment) is truly educative in its effect in the degree in which an individual shares or participates in some conjoint activity."[10]

If this philosophy be sound, it is the business of school administrators and teachers to "set the educational stage" in such a way that the school environment will be consistent with the educational ends sought. Thus, while methods and matter must conform to the capacities of the various age groups in the school system, at the same time the organizational and administrative machinery of the school should itself be education, and as nearly as possible and practicable it should resemble, at least at appropriate times, those social organizations, and encourage a participation in those social activities, characteristic of the good life in a democracy.

The school administrator, dominated by these newer and more vitalizing concepts of education, will make the forming of school policies the result of constant experimentation and legislation by the faculty and students. He will share responsibility with the faculty, student body, school board, and parent-taxpayers, just as far as consistence and their several abilities will permit. He will take the role of teacher in directing the educational activities of these various social groups, being ever mindful of the same laws of learning that function in all mental work; and with a spirit of fortitude and patience, he will not be grieved when his policies are challenged by such questions as, Is it

[10] Dewey, John, Democracy and [illegible] Macmillan Company, New York. 1916. p. [illegible]

(Continued on Page 12)

The Dunbar High School, Mooresville*

MRS. GENEVA B. MILLER
Mooresville, N. C.

ONE of the most outstanding changes which has come about in the town of Mooresville for many years was the change from the old school building to the new building. For 38 years the old building served the community the best it could. Whatever products of education and citizenship the town has offered is largely due to the old school.

In or about the year 1907 it started with two teachers and ended in 1941 with five teachers. A two-story hall shaped building with small rooms, narrow windows with insufficient light comprised the old school.

But there comes a time when old worn out things should pass away for new things to take their places. The law of progress demands it. It was five years ago that the present principal, Mr. N. F. Woods, took up the work along with the hardy cooperation of his faculty: Miss Clara Neely, Miss Clenoa Thomas, Miss Margaret Caldwell, and Mrs. Geneva B. Miller. He realized that the old building had served its day and began work not so much toward a new building, but to make use of what he had and to improve conditions. But he was never satisfied until the goal was reached. Now that the goal has been reached let us take a visit.

The new colored school of Mooresville is a one-story structure on West McLelland Avenue, Highway 150. On the approach of a visitor, he is attracted by "Old Glory" waving from a metal flag pole in the midst of a well designed lawn. As he walks toward this beautiful building over the cinder-cobble stone side walk, made by the children, he will notice that the building is made more attractive by the variety of shrubs which surround it.

Step by step, he walks until he reaches the swinging doors. Once opened it is there he beholds the beauty. He is not only attracted by the handiwork of man as he looks down the spacious hall with its drinking fountains, but he will marvel at the discipline of children evident on the white plastered walls, so clean that one will know the laws of health and cleanliness are being taught.

First, let us turn to the principal's office amidst the magic of the skylights. At the turn of a button there comes radio music, another button turned and he can listen to classes in progress, and after turning another, he can converse with students and teachers or see the flash of a movie. Typewriters, memograph machine and safe filing cabinets, where records are well kept.

Across the hall from this office is Miss Caldwell's room. The first and second grades, with attractive posters, reading table, floor rug designed to hold the attention of any child.

Then you can go to the library, which has hundreds of books, magazines and pictures. As you go down the hall the first room to the left is Mrs. Miller's room. The second and third grades. There you see nature at its best, creeping vines, gay pictures, drapped windows to bring that home-like feeling, bird nests, log cabins, all of which gives you a feeling of springtime. The next room is the Home Economic room, where seventy or eighty children are served with well-cooked food daily. Built-in cabinets; oil stoves, electric and wood stoves, six beautiful tables and 60 chairs, clean floor and snowy white curtains go to make up this department.

The third room on the left is that of Professor Woods. You need not ask what he teaches, because as you enter, the fumes of chemicals tell their story. Bottles, snakes, frogs, lizards, bones, fossils of many descriptions, microscopic beings, etc., all are before your eyes. There are also graphs that remind you of Chinese Checkers or ping pong.

The next room on the left is Miss Neely's 4th and 5th grades. There you see art in everything. You gasp and cannot help but "Amen, this is the end of my dream!" Maps, clay models and charts of music make up this array. Still to the left is Miss Dumas' room. There you find the advanced second grade. Not only do you find these children interested, but you find the high school girls, which heartedly engaged in crafts, making something out of nothing. Daily you find sewing machines humming, sweaters being knitted or woven. Not only lessons being taught for credit or a report card, but a lesson in thrift or better home making. In front of Mr. Woods' room is Mrs. Gill's room, which has pictures that speak, posters that tell a story, instruction that is wise and of interest, and work that is clean and neat. In another room 8th grade, with their teacher, Miss Foust, an individual not with an acquired personality, but with a born personality, one who speaks French far more fluently than English. At the left is Mr. Banner's room. A room filled with sincerity. The character of an optomist. The pictures of G. W. Carver, Lincoln and many others lead you to know that he is also a historian who remembers dates and events.

You may step to the back veranda and gaze upon the beautiful park, the basketball court that has and is the scene of many activities under coaches Banner and Miller.

The greatest good so far accomplished has been in the change of attitude in the children. After all, buildings do not make schools. It

* See picture front cover.

(Continued on Page 13)

My Philosophy of Education

By Lester L. Boyd
Leonard Street School, High Point

IT is quite obvious that many changes have taken place in our civilization and that many more will take place as time marches on. These changes are noticeable in industry, religion, the sciences, arts, and all else that serves to promote the general welfare of all mankind.

Since many people are eager to follow ideas that seem to be progressive, most of these changes were accepted without questioning is not just true in one or two fields of human endeavor, but in almost all phases of our society.

The American people have accepted education, especially elementary education as one of the fundamental pillars on which our form of government and democratic way of life rests. In the beginning education was thought of as a necessary step for the training of the professional class. This same idea was carried on to elementary education. Thus, the elementary school became a preparatory shop for those desiring secondary education.

In the "good old days" one felt that another function of the elementary school was to deal mainly with reading, writing and arithmetic. Today we find education guides the child's thinking, and as a result guides the thinking of future generations. Realizing in this connection that ones experience contributes to this intellectual development, it becomes necessary for us as teachers to have a conception of elementary education that will, in its practice in the classroom, lead the child to respond to a changing environment.

The appearance of new values has emphasized the importance of a change in our educational procedure and practices. The old must fade; the new must be given more attention and greater emphasis.

There was a time when teachers led the student, who was preparing to take up teaching as a life's work, to believe that continuous drill and memorization were ends in themselves. That a child failing to grasp the desired facts presented needed only to be drilled some more. It appears to me now that teachers of the "older order" went to school to learn many procedures to try at different times on appropriate occasions. Some of which I experienced during my early college training. (This must have been teacher training.)

The facts presented in the above paragraph are definitely out of line with my trend of thought and most assuredly conflicting with newer concepts of educational procedures which I have, in preceding topics, tried to present and convey. After much thought, I accept without fear of criticism, the newer idea of education as fundamental and practical.

Anyone who accepts democracy as the "good life" for man, as has been discussed in many educational classes (and I do), must realize that he can not develop habits to meet predetermined activities, but must be able to adjust one's self to a changing environment. This ability of making changes as need be must come if we are ever to have any degree of complacency.

In this very complex social order changes are always taking place here, there and everywhere, and one must be educated to meet these changes. It is evident that one cannot prepare once and for all time. I am of the opinion that most people would not want this so. At least I would not. It's not hard to see that learning and growth are signs of life and the result of activity. All living organisms must be active.

My philosophy of education leads me to believe that I must not only prepare for "what is" but "what might be." In the teaching profession my challenging problems arise such as have never risen before. The need for teacher readjustment is plain. New goals are set as a result of new responsibilities. Again we, as teachers, see the need for a type of educational procedure which will lead to more freedom in carrying one's life's course.

I agree that a teacher must know specific subject matter by which he intends to contribute to the life development of the pupil. However, this is not enough in itself—not the end. The subject matter must have a definite bearing on a scheme of life. The knowledge gained from this material must help the individual in solving the problems which will occur from time to time. All teachers need and must have a knowledge of human growth and development.

As a teacher I accept the responsibility of teaching children. The slightest idea that "all is done once and for all" has been erased from my mind. I accept and believe in a philosophy of change and as a result, feel that I can help students to see themselves as living in an environment that is not fixed.

The thought I have tried to express in the preceding paragraph is to work for intelligent self-direction considering all persons concerned, which will finally lead to creative thinking and intelligent morals.

As teachers we should strive to build a creative personality in children and not deny them of present-day privileges of experiences which make for creative abilities.

In keeping with my understanding of the above statements and the present-day situations, I draw the following conclusion in support of my philosophy.

1. From the very beginning, man has had the opportunity of making his own decisions in the light of his experiences.

(Continued on Page 7)

Problems Teachers Have With Principals

By Z. S. HARGROVE, JR.

Douglas High School, Lawndale

IN somewhat of a response to Mr. J. E. Grigsby's article of a few years ago entitled "Problems Principals Have With Teachers," I have herewith written an article entitled "Problems Teachers Have With Principals." All criticisms are intended to be constructive ones. The information herein has been gathered from a large number of teachers in this state and in other states, and I hope will act as an agent in bringing about the most harmonious of relationships between principals and teachers.

One of the main problems that arises between teachers and principals is one of money. Every year there has to be a "drive" to raise money for one thing or another. If a teacher fails to raise his or her allotment by programs, plays, etc., then that unfortunate teacher must take the money from his or her pocket. In most instances the principal raises no money but considers it his inalienable right to draw money from the treasury for whatever purpose he deems necessary. And the teachers are not to question his integrity! Drives are all well and good. But why not first raise your money—then decide how it will be spent and no one will be strained. And how about having finance committees in schools to handle the giving out of the money. In that way there is bound to be an equal distribution.

Another cause of animosity is the principal's purchasing without the consent or approval of the faculty and then saying in the nicest dictatorish fashion that "We" have bought, and that "We" are going to pay for such and such. The point being that a teacher either gets his or her quota from "he cares not whence," or he or she will be looking for another job when re-election time comes around. The charge of course will be "non-cooperation."

In the matter of discipline the principals and teachers often disagree. The principal wants slack and very loose discipline for the simple reason, as he says in so many words, that he does not wish to offend the parents or perhaps lose his job by incurring their anger. He does not stop to think of the harm that will be rendered the child in the long run. This attitude of course, in a lot of cases, handicaps the teacher in his or her work.

One of the most unethical acts committed by a "supposedly" educated principal with principle, took place last summer. My only regret is that it is impossible for me to name the principal. If it were not for the very high ethical policies of the RECORD'S personnel I should certainly like to spread his name before the RECORD'S readers in bold type. However, let us get on with the story. This principal, in trying to secure two teachers for his school, had to make two or three trips from his home to the Superintendent's office. Fortunately he was able to get the positions for the two teachers. However, after securing the positions he charged the two teachers ten dollars ($10.00) each for gas which he says he expended in their behalfs. That in itself may sound bad. But the climax is that the distance from his home to the Superintendent's office was a mere twenty-seven (27) miles! But to climax the climax, he asked them not to say anything to anyone else about his nefarious trick—to please not to mention the affair to anyone. If his actions had been over and above board of what was he afraid? Please take note that this incident occurred before gas rationing went into effect, in case anyone is inclined to take pity on the "poor man." Incidentally, neither of the two teachers knew that the other had paid the principal $10.00 until sometime afterwards. For my personal nomination for the Number One sneaks of all time I nominate this principal and the Japs at Pearl Harbor. If any reader can justify this principal's actions on any ground I should be interested in hearing from him.

Then there are the principals who are so nearly like Hitler, that the teacher is even afraid to consider making a constructive suggestion. And even if one were made it would be rejected for fear the progressive teacher may be contemplating attempting to replace the retrogressive principal. You have seen the kind. Either the principal makes the suggestions or the suggestions are no good. Permit me a laugh. (Ha! Ha)

There are some schools in North Carolina especially who have committeemen. Now in publication Number 219, but out by the state superintendent of public instruction, page 316, section 141, 142, and 143 list the duties of the committeemen. Also in publication Number 206, page 11, duties of the committeemen are named. But some committeemen have the idea that they can hire and fire teachers, hire and fire janitors, and all other personnel connected with the school. This idea is a very erroneous one. Committeemen can recommend that a teacher not be reelected, but it is not in his or their power to fire a teacher. However, until someone tells them specifically what their duties are they will continue to try and mess up the affairs of the school.

These are just a few of the many problems that teachers have with principals. It would take up too

(Continued on Page 13)

Adolescent Relationships

By ARMINTA T. CARDWELL
Elizabeth City High School

There is nothing so important in the lives of children as their homes. The home is the place they get their first training and the most lasting impressions are made in the home. Their lives would not be so well molded and guided if they did not have a good home environment. The adolescent often thinks of his home training as he passes on through high school. For there is nothing next to the home so educational as the school.

The older the child gets, the more school conscious he becomes. Often the adolescent spends more time at school and home studying than a man does in making a full day's work. The teacher often makes her home assignment without ever thinking of the long hours spent by the high school student to accomplish his school task. When the school assignment is made, the home duties and other duties should be taken into consideration. Too often the teacher makes the subject hard and long, which tends to drive the child from school instead of making him a part of the school. Teachers who do not understand why Johnnie does not like school should question their method of teaching, but too often they are too busy with other things. The high school boy or girl should share in deciding what he is to take to help make his life career successful.

By the age of fifteen or sixteen most adolescents should be taking a part in community affairs, as well as being a vital part of the home and school. Only by giving our adolescents a chance to manifest their competence as responsible members of the community can we evoke their best interest and effort. Communities which are wise enough to use their young boys and girls have been greatly benefited. The child who helps build his home, school, and community is far happier and easier to adjust than the one who has never taken any part in his home, school, and community life.

The North Carolina Tuberculosis Association announces that the National Tuberculosis Association is again offering five fellowships in Health Education to Negro nurses, teachers and health educators in the Southern States at the Summer Session of the University of Michigan. Only one fellowship will be given to any state. The fellowship will cover expenses of transportation, tuition, room and board and a reasonable allowance for books; costs from $175.00 to $225.00 for the period of June 22 to August 14. The National Association will pay half the cost and the State and local associations the balance.

No formal application blanks are provided, but a letter from the candidate, a transcript of the candidate's scholastic record, an outline of his previous experience and plans for and scope of work and utilization of special training must be submitted.

Write to your North Carolina Tuberculosis Association, Box No. 468, Raleigh, North Carolina, for further information. All applications must be filed in State Office not later than April 10, 1943.

Negro High Schools and Negro Colleges Asked to Participate in Essay Contest on the Control of Tuberculosis

For the tenth year the National Tuberculosis Association is conducting, in Negro High Schools and Negro Colleges throughout the nation, an Essay Contest on the control of tuberculosis. The contest is sponsored in our State by the North Carolina Tuberculosis Association and is open to all bona fide students of high schools and colleges.

Any president of a college, principal of a school or member of a faculty who will sponsor the contest locally may write to the State Office of the North Carolina Tuberculosis Association for information concerning subjects, rules, literature for reference and prizes that are offered.

MEETING CROWN AND SCEPTER CLUB

The Crown and Scepter Club will meet at St. Augustine's College, Raleigh, N. C. We have selected for our topic this year "Education for Victory." Dr. John Hope Franklin, Director of the War Council, St. Augustine's College, will direct the discussion group, and Mr. A. E. Manley will assist.—A. E. Weatherford, Executive Secretary.

MY PHILOSOPHY OF EDUCATION

(Continued from Page 5)

2. Our democratic form of government although not perfect, gives one the freedom to carry out this creativeness to a great extent.

3. Every new experience in the home, school or community is an opportunity for greater development.

4. Finally, the concern of the child is more important than anything else, and it is our duty as teachers to see that the child grows along all lines.

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Presentation of the Plea of the Negro Teachers Association to the Joint Appropriations Committee

By DEAN JAMES T. TAYLOR
Chairman Committee on Legislation

Mr. Chairman and Members of the Joint Appropriations Committee:

The Committee appearing before you represents the North Carolina Negro Teachers' Association and the North Carolina Negro College Conference. Both of these bodies in their last annual meetings adopted resolutions requesting the elimination of the differential existing between the salaries of white and Negro teachers in the State; and instructed us as their representative to bring this matter to the attention of the Joint Appropriations Committee and request that favorable action be taken upon these resolutions, in the 1943 General Assembly. We believe, in asking that this differential be eliminated now, we are asking only what the State has long desired to do, but could not because the money was not available to underwrite such a measure. Educational leaders of the State and representatives of the Legislature, in reports to the Governors of North Carolina have agreed that such an act would be just and fair; furthermore, it is in keeping with the principles of our State Constitution and the best traditions of our democracy.

In June, 1934, Governor Ehringhaus appointed a commission of 100 persons, fifty whites and fifty Negroes, to study the whole problem of Negro education in the State. In January, 1935, the commission made its report. On the salary question the report stated:

We believe in the principle of equal pay for equal training and equal service. In order to put this principle into effect in North Carolina, we recommend the following:

1. That the differentials in teachers' salaries between white and Negro teachers, now in existence in North Carolina, be reduced approximately 50 per cent in 1935.

2. That the remaining differentials after 1935 be eliminated as rapidly as possible within a period of three to five years.

Governor Hoey appointed a commission comprised of members from the House and Senate to study Negro education. This commission reported in 1939. On the salary question the report stated:

"In view of all the facts involved in this important matter, which are available to us, both those contained in this report and those which are a part of general knowledge of the State and its affairs, we believe a further reduction of differentials in the salaries paid to colored teachers and the state salary scale should be made beginning with the school year 1939-40."

Gentlemen, as I stand here today, I am not insensitive to the implications of this occasion, only in such a country as ours, is this sort of thing possible. It is possible in this State today, because more than thirty years ago the leaders of both races in North Carolina decided to substitute cooperation for conflict, and goodwill and understanding for ill-will and bitterness.

In the spirit of this tradition we appeal to you today to eliminate this differential because:

1. Negro teachers are required to meet the same standards of certification as other teachers. Their hours of work are as long and their teaching load is as heavy as any other teachers in the State.

2. The cost of living and the cost of education for Negro teachers in many instances are higher than that of other teachers.

3. The principle of equal pay for equal training and equal service is fundamental in our democracy.

4. The State is now financially able to underwrite this program.

In addition there are other reasons why this differential should be removed now—not as concrete as the above, but far more important in their impact upon inter-racial relations. We represent the school of thought among Negroes in this State and in the Nation, who believe that differences between the races can be solved by amicable conferences and frank and honest interchange of views. Whereas, in other states, court actions have been the method of procedure, we here in North Carolina have kept true to our pattern of inter-racial cooperation and goodwill in trying to solve this difficult problem. It will be a sad day for inter-racial relations if our method of approach is proved to be less effective in obtaining results than is the method of those who condemn us for our moderation. Then there is the matter of pride in our State. We want North Carolina to lead the way in solving this problem. This one act on the part of this legislature will take it out of the category of just another General Assembly and give it historic significance.

A century hence, North Carolinians will look back at this General Assembly with pride and appreciation for its contributions to goodwill and understanding in this State and the South.

The far-sighted Governor of our great Commonwealth has not joined hands with those in other sections of this country who would turn the clock back fifty years, but instead he had dared to believe that the development of a sound practical educational program for all the people of the State is the best way of continuing among ourselves and our posterity, goodwill, understanding and a spirit of cooperation. I believe the great majority of both races in this State subscribe to this formula.

Finally, gentlemen, in various sections of our land, there is a rising tide of ill-will and bitterness between the races. The selfish politicians and immoderates in both races push us nearer and nearer the precipice. In this crucial hour of racial tension in the Nation, it is the manifest destiny of North Carolina to become the symbol of goodwill and understanding between races. It is our high privilege to demonstrate to the Nation, and to the world that two races can live together in peace; face the difficulties which arise between them by a frank and honest examination of the facts, and then adjust these differences in an atmosphere of goodwill and inter-racial cooperation. This I say is the manifest destiny of our State. May future historians record of us that in this hour of national crisis, we in North Carolina kept the faith.

We here give the text of our plea to the General Assembly:

A Fair and Reasonable Request Presented to The General Assembly of North Carolina By The Negro Teachers in North Carolina, February, 1943.

Gentlemen of the General Assembly of North Carolina:

We, the Negro teachers in North Carolina respectfully request that the now existing differential between the salaries of white and Negro teachers in the State be eliminated.

Leaders in the State Believe In the Principle of Equalized Salaries

In June, 1934, Governor Ehringhaus appointed a commission of 100 persons, fifty whites and fifty Negroes, to study the whole problem of Negro education in the State. In January, 1935, the commission made its report. On the salary question the report stated:

We believe in the principal of equal pay for equal training and equal service. In order to put this principle into effect in North Carolina, we recommend the following:

1. That the differentials in teachers' salaries between white and Negro teachers, now in existence in North Carolina, be reduced approximately 50 per cent in 1935.

2. That the remaining differentials after 1935 be eliminated as rapidly as possible within a period of three to five years.

Former members of the House and Senate of the General Assembly believed in the principle, although the State up to the present time has not been able to finance a program of complete equalization of salaries.

The last Legislature, within the limits of the ability of the State to pay, appropriated funds for the reduction of the differential between white and Negro teachers' salaries.

Prominent newspapers in the State are in favor of immediate equalization.

EQUALIZED SALARIES

The Charlotte Observer, Thursday, February 11, 1943, Page 10.

"A group of representatives of the Negro Teachers Association and the Negro College Conference has appeared before the joint appropriations committees of the General Assembly to ask that the present differential in salary between white and Negro teachers be eliminated.

It is a fair and reasonable request.

The last Legislature took steps in this direction, appropriating $500,000 for the last biennium to shave down this differential.

As we understand the situation, it would require around $1,000,000 more to equalize these salaries.

The present Legislature might do as well as the last in at least appropriating $500,000 to this end, if the entire $1,000,000 is not in sight.

The committee appearing in Raleigh took a very sane and conservative view.

It represented that school of thought prevailing in the leadership of this race that the best approach to this problem is through amicable conference and frank interchange of views.

This has been their attitude in the past and because it has been their approach to the question, court actions to force this issue which have characterized the efforts of Negroes in other states have not been repeated in North Carolina.

The *Observer* hopes that such will never be the case—that this progressive State will not be compelled to do a duty and assume a responsibility by compulsion of the law, but on the contrary, that it will have the breadth of vision and sanity of leadership which will adjust this matter by voluntary action.

The Negroes urging this step are within their rights. They have a case in justice and fairness.

Negroes are required to meet the same standard of certification as other teachers. Their teaching load is just as heavy and in many instances, heavier, and North Carolina is now obviously in financial position to wipe out this discrepancy.

On what sound and defensible basis can such a reasonable and righteous claim as those Negro teaching representatives are making be denied or brushed aside by the present General Assembly?

Gentlemen, We Appeal to You

While we know that immediate equalization of white and Negro teachers' salaries would do much to promote and increase the spirit of cooperation and goodwill between the races in the State, we base

our appeal only upon the following considerations: Is the State now able to finance a program of equalized salaries? Is the request reasonable? Is it fair?

Respectfully submitted,
J. W. Seabrook, President
North Carolina Negro Teachers Association
R. L. Anderson, President
North Carolina Negro College Conference
J. T. Taylor, Chairman
Committee on Legislation

What a Ninth Grade Pupil of the Chapel Hill High School (white) Thinks of the Negro

By HILDA SHARKEY, English II

How would you have us, as we are—
Or sinking 'neath the load we bear?
Our eyes fixed forward on a star—
Or gazing empty at despair?

Rising or falling? Men or things?
With dragging pace or foot steps fleet?
Strong willing sinews in your wing—
Or tightening chains about your feet?

The things which bother us most about the Negroes are due mostly to their lack of education, poor housing, crowding, lack of sanitary conveniences, lack of medical care, knowledge of foods, pellagra, hookworm, etc.

They have very poor school buildings. Their teachers are paid far less than ours. In the North and West Negroes and whites attend the same schools. America as a whole spends an average of $99.00 per year on every pupil. The South spends $44.31 for each white pupil and $12.57 for each Negro. Georgia spends only $6.38 a year on each Negro pupil. Mississippi only $5.45, and these two states have one-eighth the total Negro population of the nation. Often there are no desks or blackboards and very few books. Booker T. Washington used to say, "It is too great a compliment to the Negro to suppose he can learn seven times as easily as his white neighbor." This is not true of Chapel Hill. The Orange County Training School uses the same textbooks and has many teachers with masters degrees.

A lot of their "laziness" is because they have pellagra or hookworm or both. Because of discrimination against them, they have to take poorly paying jobs. They can't afford to have good doctors. Three Negro mothers die for every one who is white.

The Negro has come a long way up from savagery in two hundred years. The white people have the Roman and Greek cultures and many more behind and after them. Maybe the Negro is a bit "uppidy" just now, but he has a lot to be proud of. Many of his race who have had a chance of education have risen to fame. Carver of Tuskegee is considered one of the greatest scientists the country has ever known. Durham has a big insurance company operated by and for Negroes. They have over sixty million dollars insurance in force and serve twenty million policyholders. Paul Roberson is not alone an actor and great singer, but a lawyer. He is a graduate of Columbia Law School. Henry Tanner, America Negro artist, has paintings in the Luxemburg Gallery in Paris and many of our great museums. It was a Negro scientist who perfected the technique for the blood bank which is saving the lives of our soldiers. All blood is the same. The blood of the Negro is the same chemically as the white man, but at first the Negro was refused when he offered his blood for transfusions.

Booker T. Washington, who founded Tuskegee College, believed in training head and heart and hand equally. The modern progressive white educators are just beginning to put his ideas into practice. Only two years ago we put Home Ec. and Mr. Lathan's courses into the school. He also said that the Negro would never get ahead while there was a different standard for him than for the white man. There are folks who say, "A nigger will always steal." Why wouldn't the cook take home some food when she got only four dollars a week for seven full days of hard work.

They are fighting for democracy, and they want a little more democracy here at home. Maybe this war will not alone free India, but will do away with the "Jim Crow" cars and will bring opportunity for education and decent living conditions to the Negroes in the U. S. A.

We Print Here the Roster of the Myers St. School, Which Is Always 100%

The dues were paid by the treasurer of the City Teachers Association April 1, 1942, but by oversight the roster failed to be sent. We are glad to publish it, thus completing our 100% for Charlotte, as usual.

Names of teachers paying association dues:

Miss M. A. Wyche
Miss M. North
Miss L. Rudisill
Miss E. Arthur
Miss L. Grier
Miss F. Sampson
Mrs. L. Davis
Miss W. Gabriel
Miss M. Phifer
Mrs. A. Warner
Mrs. R. Williams
Mrs. E. Varice
Mrs. J. Byers
Mrs. G. Alston
Miss D. Young
Miss L. Ray
Mrs. M. Flowe
Miss F. M. Miller
Miss A. M. McKee
Mrs. D. E. Williamson
Miss H. Russell
Mrs. M. Russell
Mrs. B. C. Patterson
Mrs. O. Boyden
Mrs. E. Murphy
Mrs. F. C. Graham
Mrs. C. Smith
Secretary, Lucille Ray

An Example of a Drill Used In the Teaching of the Novel, Silas Marner

By Vina Wallington Webb, Sedalia High School

PART I

SILAS MARNER

Name of Student	Individual Scores														Total Score	Rank
Crosby, Howard	1	0	1	1	1	1	1	0	1	1	0				8	4th Place
Fuller, Scott	0	1	0	0	1	0									2	9th Place
Pinnex, Flossie	1	1	1	1	1	1	1	½	1	1	1	1	1	0	12½	1st Place
Pinnex, Odessa																Absent
Benton, Callie	1	0	1	1	0	0	1	1	0	1	1	1			8	4th Place
Burnette, Irene	0	0	1	1	0	0	1	1	1	0					5	7th Place
Cummings, Mabel	1	1	1	0	0	1	0	1	1	1					6	6th Place
Cummings, Addie	1	0	1	0	0	0	1	1	1	1	0	1			7	5th Place
Jones, Gloria	0	0	1	1	1	1	1	1	1	1	1				9	2nd Place
Spinks, Odessa	0	1	1	1	1	0	0	¼	1	1	1	0	1		8¼	3rd Place
Shepherd, Nettie	0	0	0	1	0	1	1	1	0						4	8th Place
Matier, Cora	0	0	1	1	1	0	0	1	0	0					4	8th Place
Dick, Edward	0	0	0	1	0										1	10th Place
Wilson, Robt.	0	1	0	0	0										1	10th Place
Johnson, Floyd	0	0	0	0	1										1	10th Place
Taylor, Marie	0	0	1	0	0										1	10th Place
Evans, Dorothy	1	0	0	0	0										1	10th Place
Harris, Mae	0	1	0	0	0										1	10th Place
Brown, William	0	0	0	1	0										1	10th Place
Greene, Samuel	1	0	0	0	0										1	10th Place

This drill has been used with excellent results for six or seven years. The above form with names is placed on the board by one of the boys before class period. The drill begins at a fair rate. When the pupil sees his name coming up, he stands. The teacher has a long list of questions prepared. She asks each student on the floor one question. If he answers one correctly, he steps forward and places one (1) in the first square after his name. If he misses he has, of course, to make a zero (0). A feeling develops with the students that they have charge of the class; the class members challenge each other if answers are not acceptable to them.

This drill has been found valuable because it develops quick thinking, confidence, personal pride, better class attendance and, best of all, a spontaneity of expression so much desired and worked after.

PART I

The questions on Part I were formed in this manner:

1. What is a novel?
2. Give the setting of this story.
3. Give author's real name. Pen name.
4. Why did the author use man's name?
5. Give brief account of the period this story portrays.
6. How many plots in Silas Marner?
7. Describe life in Lantern Yards.
8. Do you think Silas Marner was justified in leaving his home town?
9. Describe life and attitudes of Raveloe.
10. How long had Silas Marner been living in Raveloe when this story begins?
11. What made Marner appear much older than he was?
12. What peculiarities or infirmities did Silas have which might partly account for his calamity at Lantern Yards and certainly added to the fear which the people of Raveloe had for him?
13. Explain the method of trial for guilt used in Lantern Yards.
14. How did Mrs. Osgood pay Silas for weaving her tablecloth?
15. What physical ailment did Sally Oates have?
16. How did Silas cure her?
17. What were the denominations of Silas Marner's money?
18. How did this money affect Silas?
19. What ill luck befell Silas one day as he returned from the well?
20. What honor did Squire Cass enjoy which was denied other landed gentry of Raveloe?
21. Describe life at the Cass home.
22. What were Godfrey's problems?
23. What were Dunstan's problems?
24. How much money had Silas saved up?
25. Give the circumstances of the theft of this money.
26. Why did Silas indirectly accuse Jem Rodney?
27. What information is gained from Chapter VI?
28. Who broke the news to Godfrey of the loss of "Wildfire?"
29. Name a few nearby towns.
30. What argument did Crackenthrop, Macey and Mrs. Winthrop use to show Silas why he should go to church?
31. What Christmas Carol did Aaron sing for Marner?
32. What game was played at the Cass party?
33. Which guest wore bobbed hair?
34. To what habit was Molly an addict?
35. What happened to Silas the night of the Cass party?
36. Why did Godfrey follow the group that followed Silas and the baby?
37. What kind of funeral did Molly have?
38. What one person watched Eppie always in everything she did? Why was that a natural thing to do?

PART II

1. How many years have elapsed since Part I?
2. Give ages now of those you know in Part I.
3. What did Eppie have in her handkerchief on her way from church?

(Continued on Page 13)

DEMOCRACY IN EDUCATION

(Continued from Page 3)

so? How do you know? What of it? Why do it that way?

Educational tradition and the lack of adequate educational preparation on the part of some school administrators and teachers will make it difficult to achieve and carry out these principles honestly and fully; but nothing would stimulate a more intelligent understanding of good citizenship, or would furnish more vital material and an environment for good school work as adoption of a working democratic philosophy in school administration. Failure to recognize such is a sacrifice to be laid upon the altar of educational progress.

Education for life in a democracy such as ours, requires democracy in methods of teaching. This required participation and interest on the part of the learner, for according to Dewey, "The separation of the active doing phase of education from the passive undergoing phase, destroys the vital meaning of an educational experience." Any classroom method is democratic to the extent that it recognizes the personality of each student and provides for the whole-hearted purposeful activity of each student as he gains experience in the typical affairs and activities of life; and any method, regardless of what the teacher may call it, is autocratic to the extent that the student and the class are made secondary to mere routine or to mere logic as understood by the teacher or the author of the textbook.

Democracy does not reside so much in the form of the teaching method, as in the spirit. But it would seem that many of the newer forms of teaching—project method, experience unit, socialized recitation, informalized inductive development lesson, and even the survey method lend themselves more readily to democratic procedures than is true of certain other types of procedure still being used by many teachers. Democracy in methods of teaching means that each student is given the opportunity to participate in the planning, gathering of materials and execution of the project, lesson, or unit of work. Democracy brings the work of the school into contact with the community and secures from it cooperation and participation in educational undertakings by furnishing desired information, materials and educational services. It builds up in the minds of both pupils and adults of the community an intelligent morale which will result in a widening of the scope of usefulness of the school and a more dependable support of education by the people. And finally, it secures a vital motivation of the work of the students, as well as the benefits of the experience and judgment of the older citizens of the community in matters of curriculum making and course content. Thus the school and community form a partnership, wherein the school, as its part, gives expert pedagogical service, and the community, as its part, acts as a laboratory and service station to the school.

It seems almost commonplace to say that educational theory cannot be put into practical and sustained use faster than the public, particularly the teaching force and taxpayers, will accept and support it. Thus, the wise school administration will make a special effort to secure the intelligent, democratic participation of the various social groups making up his public in working out the destiny of his institution or school system. He will recognize the fact that public support, from within and from without, does not always come spontaneously and blindly, but as the result of a well-planned method of disseminating pertinent education information, and the establishing of fair, unbiased, and trustworthy leadership, to the end that teachers, students, and the public may look upon his methods of dealing with social, economic, political and educational problems and situations with a spirit of genuine faith and confidence.

It is unlikely that expert, wholehearted educational service will continue long in a community without recognition; but at any rate, the people have a right to know regularly and definitely about the administration, teachers, instruction, activities, progress and needs of their schools, as well as of education in general. And adequate means should be provided for giving them this information.

This not only calls for indefatigable, intelligent, live-wire teaching and educational services that function in the life of the community, but from the personal qualities of character and leadership exhibited by the school administrator, teachers, and students.

The issuance of unjust administrative decrees, the imposition of unfair autocratic practices, the formulation of rules and restrictive measures without consideration of and for the consent of the "governed," the constant threat of economic pressure and the use of high-handed economic methods in dealing with teachers and students, lack of consideration of the social and other sides of students' and teachers' lives, failure to take appropriate action to see that abuses of privileges, lack of responsibility, and non-devotion to duty are not tolerated; failure to recognize and commend the good of all rather than an accepted few, failure to recognize that the total experiences of the student make up the school curriculum, and that what he sees in the way of unkept campuses and buildings, lack of beauty and unwholesome surroundings; what he experiences in mal-nutrition and poorly prepared food, and unheated buildings in boarding situations, are indicative of the failure on the part of school administrators to accept and practice democratic administrative procedures.

Although some administrators subscribe vocally to democratic ideals, in their everyday work they continue to use the methods of the past. Their school practices are not in accord with the principles of a democratic society. They do not instruct and administer so well as they know. They regard the school as an instrument of democracy, but, when confronted with particular school situations, they fail to apply democratic ideals. They are like a person whose eyes do not focus. When one eye is closed the individual sees clearly with the

other eye, but when attempting to use both eyes at once, the person sees double.

Likewise, teachers and students must not overlook the age old principle of shared responsibility. Freedom from autocratic control does not imply freedom from duty and responsibility. Freedom in instruction and administration must not be characterized by laissez-faire. Activities cannot be carried on without planning and without direction. They cannot forget that there must be discipline—self-government and versatility of behaviour compatible with free democratic living. There can be no misuses of the privileges of democracy. They must bear in mind that there must be a general spirit of respect for and tolerance for the administration. The present is pregnant with crisis. This is no time for bickering and dissention. They cannot regard the fruits of education as wholly personal or private. Education must serve the public interest. Faith in common values is necessary. The application of democratic ideals implies and requires an increasing sensitivity to human needs; the enduring values which emerge from human experience must be preserved. Students and teachers must be capable, and willing to admit failures and defeats without recourse to a variety of abnormal reactions such as escapes, evasions, rationalizations, or unusual compensation, realizing at all times that positions of honor and power carry with them responsibility and devotion to duty.

In attempting to be constructive, one is in danger of appearing idealistic, even bromidic. No claim is being made to the discovery of something new in the educational scheme. The ideals of the school are necessarily determined by the ideals of the social order which maintains the schools. It is reasonable to expect, then, that in a society committed to the democratic way of life, the theory and the practices of the school should reflect the fundamental ideals of a democracy. Students can profit very little from the abstract concepts they learn—liberty, democracy and tolerance are interpreted by most individuals in terms of their own intolerances and prejudices, or at best in terms of their own beliefs. It does seem, however, that attention should be refocused upon "democracy in education," and it is maintained that if democracy is basically sound as an ideal in human affairs, it is equally as sound as a practice. Knowledge for knowledge's sake is not enough. Students must be taught to observe, to think, to act, and to live. And if a living realization of the concepts of democracy is to be experienced, we must see to it that democracy through school administration and organization, democracy through methods of teaching, and democracy through education public relations are adopted and made workable; and that the school becomes a laboratory where experimentation in democratic principles and procedures is practiced as well as preached.

Such a program implies the whole-hearted, purposeful, intelligent participation in educational affairs by all social groups—students, teachers, parents, administrators, and boards of control—as each functions as a responsible unit in a democratic society, realizing that education must skillfully blend the theory and practice of democratic government as the pupils experience the privileges of school and community life.

PROBLEMS TEACHERS HAVE WITH PRINCIPALS

(Continued from Page 6)

much space and too much time to name all. However, these few will suffice, I hope, to give you an idea of some of them. With the world situation as it is today; with Selectice Service taking quite a few teachers from employment, and with still more resigning their positions for more lucrative defense jobs, now is the time for both principals and teachers to cooperate to make their work a success, and to keep education at its highest ebb in these United States of America.

Respectfully submitted.

Z. S. Hargrave, Jr.,
Teacher of French and History,
Douglas High School, Lawndale,
North Carolina.

THE DUNBAR HIGH SCHOOL MOORESVILLE

(Continued from Page 4)

takes children and children with the right attitudes to make a good school.

The first Sunday in each month has been and is still looked forward to with great anxiety, because of the Vesper Services which are held in various churches of the city by the school. In the Holy Writ we find these words: "Train up a child in the way he should go and when he is old he will not depart from it."

To the school board, parents, children and all who made it possible, we "Thank you."

AN EXAMPLE OF A DRILL USED IN THE TEACHING OF THE NOVEL, SILAS MARNER

(Continued from Page 11)

4. Why did Silas not consent to have a grate or any added conveniences?
5. What were Eppie's pets?
6. Why did Silas develop the habit of smoking a pipe?
7. To whom did Silas dare to reveal his past?
8. What did Mrs. Winthrop mean by "leeching and poulticing?"
9. How did Eppie show her love for her real mother when she fixed the garden?
10. Describe Aaron's manners.
11. Contrast the Red House of today with the Red House of 18 years ago.
12. What had been Godfrey's greatest disappointment?
13. What were Nancy's objections to an adoption?
14. What was Jane's one annoying characteristic?
15. What caused Godfrey to confess all of his past to Nancy?
16. What do you think of Nancy's reaction to Godfrey's confession?
17. At what hour did Godfrey and Nancy go over to Silas' home?
18. Do you consider the outcome of that interview the most satisfactory one? If not, what would you have liked?
19. Name two reasons why Silas visited his old home, Lantern Yards.
20. Write a sequel to Eppie's marriage.

Teaching the Wartime "3R's" To The People of North Carolina

DOXEY A. WILKERSON
Associate Professor of Education, Howard University

THE problems we are now facing in the wise use of War Ration Book Two are illustrative of a whole new realm of adjustments which effective wartime living entails. How shall we "spend" our "points" in order to get maximum values in processed foods, meats and fats? How else must our day-to-day living habits be changed to assure health and reasonable comfort in an economy of growing wartime shortages and rationing? What must we do to keep from paying more than the "ceiling price" for the things we buy; or more than the "ceiling rent" for non-farm houses, apartments or rooms we rent? *To know* the answers to these questions and *to act* accordingly — this is now basic to the welfare of every family in the nation.

Regulation of Prices, Rent Control and Rationing have aptly been called the "3 R's of 1943." Even more than the traditional "reading, 'riting and 'rithmetic," they are immediately essential for successful living. Our people simply have got to learn about these basic wartime "3 R's." Our schools and colleges must give them guidance.

THE TASK OF OUR SCHOOLS

Price control, rent control and rationing are necessary measures to safeguard the war production program of the nation and to protect the people against undue rises in the cost of living. Yet, this program, which is crucial for victory and for the living standards of us all, simply will not work effectively *unless it has the strong support and active participation of all the people.* Powerful groups are trying to destroy these safeguards of our nation and our families. Petty chiselers are trying to evade the regulations and take advantage of uninformed citizens. Against these threats to their living standards and the war effort, our people must act with vigor.

Now, most citizens in North Carolina as elsewhere—are largely uninformed about these wartime economic measures. They are not in position, therefore, to protect either their own or the nation's interests. They need our guidance and help.

The need of Negro citizens for information about price control, rent control and rationing is especially acute. Because of their low-income status, the Negro people would suffer most from such runaway prices as were experienced during World War I. Because of their peculiar position in the social structure, Negro citizens are the most likely to suffer from violations of price and rent control and rationing regulations.

Thus, Negro citizens especially must be alert to the implications of the wartime economy. Our schools must help them adjust their living to the "3 R's of 1943," and thus strengthen these measures for the victory of our nation.

WHAT THE PEOPLE NEED TO KNOW ABOUT THE "3 R'S"

For effective participation in the fight against inflation, the people need, first, to *understand* the price control, rent control and rationing programs—their purposes, their vital importance to the nation and to every family, and how the regulations operate. They need, second, to know *what-to-do* to make the regulations work. There follow a few of the things our schools must teach the Negro people for effective living in the war economy.

REGULATION OF PRICES

Price control has saved taxpayers $26,000,000,000 in the costs of the war. This is a saving of about $200 for every man, woman and child in the prices of guns, tanks, ships, planes and other war supplies and equipment. Price control has also saved American families $6,000,000,000 in the costs of food, clothing and other things we buy. This is a saving of about $139 per year in the average family budget.

What this means to a low-income group like the Negro is clear. If anybody should be concerned about making price control effective, it is the Negro people.

Now, the Office of Price Administration in Washington cannot enforce price control regulations alone. Every individual citizen in the nation must do his part. Here are a few simple things we can all do to help make price control work.

1. Buy only at stores where ceiling prices are posted.
2. Refuse to pay more than the ceiling price for things you buy.
3. Watch price trends closely. Shop around for the best prices. (Ceiling prices for the same things differ from store to store.)
4. Buy canned goods and meat by quality labels. (Otherwise, you may suffer from "hidden price rises" due to reductions in the quality of what you buy.)
5. Read labels also to know the quantity of canned or packaged goods you buy. (This is also necessary to prevent "hidden price rises.")
6. If a merchant refuses to post his ceiling prices, if he charges more than his ceiling price, or if there is a reduction of quality or quantity without corresponding reduction in price—*report these or any other violations to your local*

War Price and Rationing Board. (Unless you report violations to local authorities, the severe penalties which the law provides cannot mean very much.)

7. Ask your local War Price and Rationing Board for any information you need about price control. (There has recently been appointed a Community Service Member of the local Board whose special function is to supply information to individuals and groups in the community.)

Rent Control

Rent control, which has been in force throughout the country for only a few months, has already saved American families more than $300,000,000 in rent they would otherwise have had to pay. During 1943, this saving will approximate $1,000,000,000. Not only has rent control operated to keep rent levels within reason, but in many areas it has actually reduced rents. This is in sharp contrast with our experience during World War I, when rents doubled and trebled in some cities. Rent control has also placed restraints upon evictions, thus making tenants more secure in their tenure.

Now, rent is the second largest item in the budgets of most Negro families. Here, again, is a program of especial concern to low-income consumers. Also, as in the case of price control, everybody must help to make rent control effective. Here are a few definite suggestions on how we can help.

1. Make sure that the rent you pay does not exceed what was paid for your house (or apartment, or room) at the time of the "maximum rent date" for your area. (Rents can be higher *only* if the landlord has made substantial improvements in the property, and then only with the permission of the Rent Director.)

2. Make sure that the services you get for your rent (e.g. garage, refrigeration, janitor service, etc.) have not been reduced since rent control went into effect without corresponding reduction in your rent. (The only exceptions are reductions necessitated by war restrictions.)

3. If you have paid your legal rent, refuse to be evicted for *any* reason until the Area Rent Office has been notified. (Even if the landlord sells the house you live in, you must be given three months notice before you can be forced to move.)

4. Report all violations of rent control regulations to the OPA Rent Director for your area.

5. Ask the Rent Director for any information you need about rent control.

Rationing

Rationing, like price and rent control, is a necessary measure to win a military victory abroad and to protect the living standards of our people here at home. Food, leather, rubber, oil and gasoline, metals — these and many other critical materials are demanded in enormous quantities to supply our fighting men at the front and our allies. They are essential war materials, and *must* be sent abroad if victory is to be won. This means that the supply of these materials for civilian consumption is sharply reduced. There simply is not enough to go around in the quantities we used to use.

Now, without rationing, there would be a mad scramble to buy up the things that are scarce. The people who got there first and the people with most money would get *all* the goods which are scarce. The people who got there last and the great mass of poor people would get none.

On the other hand, with rationing, there is an orderly and equitable distribution of scarce things on a "share and share alike" basis. The rich and the poor get exactly the same amounts of sugar and coffee. With gasoline, tires and fuel oil where shortages are more acute and where individual needs vary more widely, the size of one's ration depends largely upon his special needs and the available supply. So with the "point rationing" of canned fruits and vegetables (also meats and fats beginning in April) through use of War Ration Book Two, this same democratic "share and share alike" principle will apply.

It should be clear that rationing, along with price control, provides the only guarantee that low-income consumers, like most Negroes, will get their fair share of essential goods that are scarce. It should also be clear that rationing, like the rest of the Government's anti-inflation program, must have the full cooperation of the people to be effective. Here are things we can do to help make rationing work:

1. Keep informed about rationing regulations. Especially learn how best to "spend" your "points" in War Ration Book Two.

2. Refuse to buy anything that is rationed unless you give a coupon for it. (The selling of rationed things without requiring coupons is called the "black market." It is both illegal and unpatriotic.)

3. Buy only enough for your needs. *Do not hoard.*

4. Obey ration rules cheerfully, without griping. (These rules are for your protection. Besides, the slightest changes they may require in your living habits are a small contribution, indeed, for you to make for victory.)

5. Report "black market" violators of rationing regulations to your local War Price and Rationing Board. Urge your friends to do likewise.

6. Ask your local War Price and Rationing Board for any information you need about rationing.

What Schools Can Do To Teach The People About The "3 R's"

There are many ways in which our schools and colleges can help Negro citizens make effective adjustments to the wartime economy. The *library* can assemble, for display and circulation, quite a variety of free pamphlets, bulletins, leaflets, posters, and bibliographies on price control, rent control, rationing, and related anti-inflation measures.* The several subject-matter departments, especially social studies and home economics, can direct their *classroom instruction* toward interpreting the wartime economic program and its implications for consumer behavior. *Assemblies*, the *home room*, *extra-curricular activities*, the *school paper*—all can play an important role in this program. The *High School Victory Corps* and the *Junior Commandos* especially should find here an attractive field

* Write to the Educational Services Branch, Office of Price Administration Region IV, Atlanta, Ga.

for important war service. *Consumer conferences* or institutes which attract citizens from the community can be organized. *Speakers' bureaus* can be formed to go out into the community to interpret price control, rent control, and rationing, and what each individual citizen must do to strengthen these measures and make them work. *Parent-teacher meetings* can be used to discuss wartime consumer problems. The college *extension program* can be used as a channel for the wartime economic education of citizens far removed from the campus. The school *adult education* program can serve a similar function in the local community.

Thus, the materials and procedures are readily at hand for our schools and colleges to help the Negro people of North Carolina to protect their families and the nation's economic Home Front against the wartime threat of chiselers, profiteers, and the organized reaction which seeks to destroy price control, rent control and rationing. The need of the Negro people for such information and guidance is urgent. There remains but for teachers, principals, and supervisors to do the job.

NOW IS THE TIME TO MOVE

The Negro people of America have a crucial role to play in the fight to keep war costs and living costs down. Theirs is one of the most critical sectors of the economic Home Front; it must be held against all odds. Besides the two or three billion dollars which Negro consumers spend annually, if intelligently directed, can serve as a substantial bulwark against the threat of inflation. With information and guidance, the Negro citizens of North Carolina can, and will, do their part to protect the Home Front against threatened economic chaos and national disaster.

During this period of national crisis, let not the resources of our institutions be immobilized by the deadening influence of "school as usual." The nation, in general, and the Negro people, in particular, have urgent need for many important war services which our schools and colleges are in position to give. Among them, none is more basic or essential than broad, community-wire programs of wartime consumer education. In the development of such programs, school administrators, and teachers, together with their students, should find expression for their highest social and professional ideals. *Now is the time for us to move!*

The Approaching Sixty-Second Annual Convention

OF THE

North Carolina Teachers Association

THE Executive Committee this year names as the central theme around which the topics of the Sectional meetings may cluster "The Public Schools in Their Relation to the Present War and Ultimate Peace." However, we are not restricting our invited guest speakers to this topic—though doubtless their address will naturally gravitate toward such a theme.

Large preparation is in the making, by the Local Committee of which Dr. Nelson H. Harris of Shaw University is chairman, and the Executive Committee will cooperate with him in such manner as to contribute to the pleasure and comfort of visiting teachers and guests.

Raleigh through its citizens, Shaw University and St. Augustine's College and the entire city school system and closely contiguous schools of the county will sustain the reputation, already established through years of experience.

The teachers have always been happy to meet in Raleigh.

The Executive Committee has found it difficult on account of the disturbed condition of the times to secure speakers from abroad.

We are asking the Local Committee to have all Sectional meetings as close to the place of General Sessions as possible to conserve travel and gas.

We are able definitely to announce that Mr. Theodore S. Johnson, State Director of OPA, and Dr. L. Thomas Hopkins of Columbia University will give addresses Thursday night.

On Friday night Doctor N. C. Newbold, Director of Negro Education for the State and Doctor Rayford Logan of Howard University, Washington, D. C., will speak. Both Friday morning and Friday afternoon will be devoted to Sectional Meetings. Saturday morning will be taken up with the regular business meeting with the report of the auditing reports of Committees and election of officers.

There will be no meeting Saturday afternoon. It is sincerely to be hoped that all Sections of the Association will send in their programs at once, so the annual program may be printed early enough for copies to be sent to guest speakers—the members of the Executive Committees and chairman or secretary of Sections and of the Local Committee.

Programs must be in our hands by April 15th or we cannot print them. We must put them to press not later than the 18th. We beg your cooperation to this end.

The Local Committee will have full charge of the musical program for the General Sessions.

We are sure ample accommodations will be provided for meals and lodging.

You should write to the chairman of the Local Committee about board and lodging in ample time. He will refer your letter or request to the proper sub-committee.

We urge you to send in your membership dues now and get your card before coming to the meeting. So far only about fifteen hundred have cards in hand. Why wait and entail extra work on your secretary and inconvience and delay in the office upon yourself.

This year we are not going to have much help and we are going to be deliberate and systematic in issuing cards and receipts. We will send cards up to April 20th. If you just won't send in before that you must address me at the Executive Office, Raleigh, N. C.

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MAY 29 1943

Volume XIV
Number 3

May
1943

North Carolina Teachers Record

Official Publication of the North Carolina Negro Teachers Association

Live Your Creed

"I'd rather see a sermon than to hear it any day
I'd rather one should walk with me than just to show the way;
The eye is a better pupil and more willing than the ear
Advice may be misleading but example's always clear;
And the very best of teachers are the men who live their creeds
For to see good put into action is what everybody needs.
I soon can learn to do it if you'll let me see it done
I can watch your hand in motion, but your tongue too fast may run
And the lectures you deliver may be very fine and true
But I'd rather get my lesson by observing what you do.
For I may misunderstand you and the fine advice you give,
But there's no misunderstanding how you act and how you live."

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Volume XIV | MAY, 1943 | Number 3

CONTENTS

Page

Philosophy and Trends in Adult Education 2

By Hughey R. Arnette, Head Department of Education, A. and T. College, Greensboro, N. C.

Where Credit Is Due 3

By Beverly Roberts, A. and T. College, Greensboro, N. C.

"The Negro and Post-War Society" 4

Dr. Rayford Logan, Acting Dean of Howard University, Washington, D. C.

Alexander Street School Is Only City Winner 7

Minutes and Resolutions 8

The Neighborhood P.-T. A. Movement In Goldsboro 12

By Mrs. Mayme W. Carney, Dillard High School, Goldsboro, N. C.

The Need for Teaching Teachers How To Use Library 13

By Miss Fannie K. Gordon, Dudley High School, Greensboro, N. C.

Necrology 14

Auditor's Report 15

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Address all manuscripts for publication and all correspondence regarding membership, advertising, et cetera, to G. E. DAVIS, 301 Carmel St., Charlotte, N. C.

Philosophy and Trends in Adult Education

By Hughey R. Arnette

Head Department of Education, A. and T. College, Greensboro, N. C.

IT should be clear that the necessary equipment for the citizen is to be acquired through the process of education. This view we have accepted as the basic reason for our elaborate school system. The schools have not failed but they can but furnish a foundation for life. Important as the schools are, it has always been known by educators that the training of youth is not sufficient, that education must be continuous, and that study must not cease. Fortunately, this fact is now being rather generally appreciated, as a natural result of conditions.

Adult education in several forms has long been discussed and practiced and the term has been much abused. By what ever name we call it we should now be carefully studying its possibilities. From our somewhat limited experience we are already cognizant of some of its essentials.

Adult education is not synonymous with entertainment. The tired business man cannot expect too much pity. He must be willing to devote some of the time that he has given to shows and bridge clubs to improving his mind. After, as well as during the school period the thinking powers and knowledge of the individual can be developed only through the expensive method of experience and the efficient method of serious study.

Adult Education is not that type of culture pursuit represented by the familiar reading club sandwich consisting of a thin slice of meat, preferably spiced, between two thick slices of gossip. Study must *be coordinated.* It must bring together in a working philosophy the data from several fields of knowledge and the results of experience. To paraphrase an old saying, one can not live by economics or biology, or history alone. One's program of life must be based upon all that is to be known.

Author of the article, "State Adult Education—A Critical Evaluation," which appeared in the October, 1942, issue.

Adult education has two interrelated phases, the specialized and the cultural. We should learn to do our work better, but our responsibilities are more extensive than our jobs. In these days of rapid increase in knowledge it is obvious that the specialist must keep up with the procession if he is to live as a specialist. It should be quite as evident that concentration on a specialty, while unquestionably important, is only partial training for life in a democracy. The increase in efficiency among factory workers, for example, will certainly produce more industrial products; but by itself it will just as surely produce narrow-minded citizens incapable of understanding the administration of social affairs, let alone taking an active part in it. The specialist must have time and opportunity to gain a broad knowledge of the world in which he lives, or he will prove of greater harm than good to his group.

Adult education must represent the habit of continuous study. One should not make his study a matter of convenient seasons, but every individual should have daily, prescribed study periods.

Adult education must be spread in the widest commonality. With all its difficulties and faults, mass education is essential in a democracy. Leaders we must have, but they should be assured of an intelligent following.

Adult education must recognize both experience and objective thinking as legitimate methods of acquiring knowledge, neither of which is sufficient in itself. One must cease to accept such shopworn labels as the impractical professor, the academic mind, and the hard-headed practical man. Practical sense is often used for selfishness, and the term "impractical" is often applied to sound theory that one does not want to follow. Organized and serious adult, or continuous, education will be the next great step in social progress. Methods to a large extent remain to be worked out, but the fundamental principle that must control them is that unified instruction by qualified persons is as essential in adult education as it is in the training of youth. In the program of adult education the schools must take an active but not exclusive part. Professors and practitioners must cooperate in integrating experience and objective thinking and in carrying instruction to every group willing to receive it. Only in this way can we utilize the knowledge that we have in attacking our social problems. We do not need to ask ourselves the question, "Where do we go from here?" We do need to know how to get on. Progress may come through survival of the fittest, but less expensively through knowledge. The efficient way of acquiring knowledge is by study, and this should be the life work, both of the individual and of the state.

Trends In Adult Education

(1) The most significant trend in adult education is the growing recognition of its need and importance by the local school systems and by community leaders. Within the past decade due to the combined promotional efforts of the United States Office of Education, state education authorities, The American Association for Adult Education and other professional and lay interest groups, a growing interest has been manifested in adult educational activities that promises to develop into significant and strong movements. The somewhat naive belief that social improvement is contingent upon the education of the children to changing conditions, needs and problems, is being succeeded by a better understanding of the nature of the total educational process in which changes must first be appreciated and accepted by the adult before they can be-

come effective with the immature. These attitudes are gradually producing a supporting public opinion that is demanding the extension of institutional effort into the adult fields of interest and need.

(2) A second significant trend is the increase in adult education programs within the different interest groups. The next decade will probably witness the expansion of labor education within the unions following the lines of labor education which are so successful in England. Also of great significance will be the growth of adult education organizations whose primary interests are devoted to the problems that interest women.

(3) A third trend is the growing importance attached to physical recreation and play with some cautious experimentation in the field of the fine arts. The concept of leisure time devoted to self-expressive activities is relatively new in the United States and much adult opinion is still opposed to this form of education.

(4) A fourth trend is the increased use of the radio for the education of adults. An interesting proportion of time is being given to the problems of nation, state, and local interest. The increasing popularity of the radio forums, notably the Chicago Round Table and the Town Meeting of the Air are significant indications of the vital interest these problems have for the thoughtful adult.

(5) A fifth trend is the continuous in-service Education Program of all Adult education workers. This type of program will result from working conferences, field visits to all units, state-wide supervisory conferences, and the organization of the whole adult education personnel into working committees.

(6) A sixth trend is the greater interests of states in state adult-education programs and their increased financial support.

(7) A seventh trend is the increased attention paid to parent education. Gradually parent education is becoming more consciously organized and is carried on by both individual and group techniques.

(8) An eighth trend is the popularization of the public forum. These forums are coming to be more and more recognized as indispensable aids to the enlightenment of our citizenry.

(9) A ninth trend is the reshaping of adult education policies and programs to meet the present and post war emergency. During this period and the periods to follow citizens need to meet not only the added problems of the war and its aftermath—production, offense, defense, depression, but they must also meet the increasingly difficult problems, of every day life—the maintenance of physical and mental health in a period of tension, the balancing of family budgets in a period of rising prices, the holding of a perspective of values in a period of turmoil. Aiding the adult citizen to solve these and similar problems is and shall be a paramount objective of Adult Education Programs.

In conclusion it can be said that if the principles upon which American democracy is based are to be preserved, then there must be a continuous program of education through the adult level. For education within a democratic culture is coextensive with life, beginning in infancy and ending with senescence. It is concerned with the discovery and facilitation of the inborn capacities of children, and with the continued development and guidance of adults as well as retraining for individual and social efficiency and for enjoyment.

Where Credit Is Due

By Beverly Roberts
A. & T. College, Greensboro

There are those who fight, there are those who support the fighters. But both of these groups act in order to make the more basic aspects of life—the things we are fighting for. Naturally there must be those who keep alive the finer things of life.

For fifteen years, Professor H. Clinton Taylor, head of the Art Department at A. & T. College of North Carolina, has devoted his time to developing art in the lives of his people.

Long before he graduated from Syracuse University in 1927, being the first Negro to finish with a Bachelor of Fine Arts from the University, he was recognized by his instructors and his classmates as a man with exceptional talent. And when on a General Education Scholarship he further pursued his studies at Columbia University, he was accorded the same recognition, only in a more elaborate way, even after he had left the University in 1936 with his Master's degree.

The newspapers throughout the eastern half of the country began hailing Mr. Taylor as a rapidly rising young artist. Authorities in his field have shown him their enthusiastic support. As early as 1920 he received outspoken praise from the White House after having done a portrait of the then Senator Harding. He has through the years received numerous commissions through which he has produced portraits in oil of such notables as Julius Rosenwald, Richard B. Harrison, F. D. Bluford, M. C. S. Noble, James B. Dudley, and many others. Mr. Taylor has been called upon to deliver various lectures on art throughout the state. All of these contributions and successes in the field of art deserve attention, but closest to the heart of this young artist is the work he is doing to train people in general along artistic lines. And perhaps most noteworthy of all is the success he has had in establishing and developing a very active art department at A. & T. College of North Carolina.

In 1930, Mr. Taylor started the department with not much more than a student, a pencil and a classroom. Through constant planning and tireless working, he has his

(Continued on Page Twelve)

"The Negro and Post-War Society"

DR. RAYFORD LOGAN

Acting Dean of the Graduates School of Howard University, Washington, D. C.

Address At The Sixty-Second Annual Convention of The North Carolina Teachers Association

IT is a very great privilege to have the honor of addressing this audience on the subject, "The Negro and the Post-War Society."

No one could desire more devoutly than I do that there was no need for discussion of the Negro in connection with post-war planning. Unfortunately, long experience has taught us otherwise. How could slave-holders write into the Declaration of Independence: "All men are created equal"? How can Christians display a sign on a church in Atlanta, Georgia, "Everybody Welcome," when they mean everybody except Negroes?

Similarly, today, we must not be too optimistic about beautiful generalizations. Many of our friends were greatly encouraged, for example, by the promise in the Atlantic Charter of the right of self-government. But Mr. Churchill soon made it clear that he was talking only about the people of Europe; he was not promising self-government to the people of Burma or India. Incidentally, note that he did not even mention the Negroes in Africa, or in the Colonial West Indies. We Negroes were excluded even from the exclusion.

President Roosevelt has never specifically explained whom he includes in this precious right of self-government. The existing coalition of reactionary Southern Democrats and conservative Republicans holds out little promise that, whoever the next president is, he will pose as the ardent crusader for the rights of Negroes.

Some individuals have complete faith in Stalin. Two developments in particular, however, make me doubtful that he will insist upon the liberation of oppressed Negroes. Ten years ago, the production in Russia of a film portraying the inequalities imposed upon Negroes in the United States was well advanced. It rather suddenly was abandoned. According to at least one of the Negroes in Russia at that time, Stalin abandoned production of the film in exchange for recognition of Russia by the United States. Mr. Eugene Lyons, now editor of the *American Mercury*, makes the same statement in his book, *Assignment in Utopia*. I can not vouch for the validity of these statements. We do know that the production of the film was discontinued and the United States recognized the Soviet Union.

The second development that prevents me from placing too much faith in Stalin as the champion of Negroes at the next peace conference is the Baltic and Balkan policy of the Soviet Union today. Russia openly avows her claims to the three Baltic states of Latvia, Lithuania, and Estonia; to the Balkan province of Bessarabia. Poland is afraid that Russia will attempt to recover a part of the territory of that tragic land. If Russia needs the diplomatic support of Britain and the United States to recover those lands, as she now needs their military support, one would be naive indeed to think that the Soviet Union would assert too strongly the right of self-government for Negroes.

A few idealists still look to the pathetic figure of Madame Chiang Kai-Shek as the deliverer of not only Chinese and Indians, but also of Negroes. China, however, is being treated in just about the same way as was Belgium at the end of the last war. The highest praise is awarded for their suffering and courage. But the best plums, material and moral, are going to the nations whose material resources, in addition to their manpower, are defeating the enemy.

Moreover, the "Missimo" has yet to deny a widely publicized story that reveals her deep sympathies for the South. When she was at Wellesley, the story goes, she was called upon to discuss Sherman's March through Georgia. She replied that she could not because the subject was too painful to her. This story has been repeated since her recent visit and has not been denied. Mme. Chiang Kai-Shek knows as well as does the representative of any other oppressed minority that she will jeopardize China's cause with the American people if she publicly speaks out loud and bold in behalf of Negroes.

We must observe very carefully also the utterances of Prime Minister Jan Christiaan Smuts of the Union of South Africa. Be sure to remember that his views are perhaps second only in importance to those of Churchill, certainly third only in importance to those of Churchill and Eden, in the councils of the British Empire. In 1930, the *New York Times* reported Smuts as paying the great tribute, in Town Hall, to Negroes of being "Next to the ass, the most patient of all animals." Just a little over a year ago, he made a speech in South Africa, The Basis of Trusteeship. In that speech he laid down three principles, namely, white supremacy, disfranchisement, and segregation in what another writer has called "Black Zoos." I urge you to read an article in the current issue of *Harper's* by C. Harley Gratton which reminds us of a well-known fact, the determination of Smuts to spread the ideas of the Union of South Africa to the whole continent of Africa, south of the Sahara.

The influence of Smuts extends even to the United States. There was held today in New York City, a meeting called by the head of an American philanthropic organization that has taken a great interest

in Africa. One reason why the person who perhaps first sought to arouse the interest of Negroes in post-war planning was not invited to that meeting is the fact that he has frequently referred to Prime Minister Smuts as one of the most evil forces in the world today and to the Union of South Africa as "one of the most vicious nations on earth," "the negation of God erected into a government."

A brief summary will serve to point up what has been said. There is no substantial evidence that any of the statesmen who are likely to exercise considerable influence at the peach conference will sacrifice the interests of his country, as he interprets them, on the altar of the Negro. If I may paraphrase the famous remark of Churchill: "I have not become the responsible statesman of my country to preside over the liquidation of white supremacy."

At this point, you should be saying to yourself: "Apparently, the speaker has never heard of the peoples' peace. He is still living in the past, as historians are accustomed to do. He thinks that just because the diplomats, the bankers, the generals and the admirals wrote the peace treaties at the end of World War I, they are going to write them at the end of this war and have the peoples killing one another in World War III. This time, some of you are perhaps saying to yourself," "The common people of the world are going to draw up peace plans that will assure a just and durable peace for all peoples."

I wish that I could be as optimistic as those persons who hold that point of view. But even after reading one of the most eloquent pleas for a peoples peace, namely the book, "Let the People Know," by Sir Normal Angell, I remain unconvinced. Indeed, the logic of Sir Norman is difficult to follow. He admits that the people were wrong on nearly every issue between 1919 and 1939. He recognizes that there are certain technical questions on which the people can not have even a "modest degree of wisdom." But there are many other questions, he insists, on which the people can gain the necessary wisdom.

Without debating the point of the acquisition of wisdom by the people, I have no hesitation in saying that the people, the great masses of them, are not willing to pay the price for a just and durable peace. That price is simply, complete equality for all peoples, regardless of race.

We do not need to prove this statement as far as the attitude of most white people toward Negroes is concerned. What all too many persons have failed to observe, however, is discrimination by one oppressed minority against another.

Most articulate Indians want liberation from British imperialism. But many Indians who come to this country run away from association with Negroes, even at International House in New York, faster than do some grandsons and granddaughters of slave-holders. Indians in South Africa exploit Native Africans in about the same way that do Britons and Boers. Indians in Kenya enjoy certain political privileges denied to Native Africans, but the crusade by these Indians for the right of self-government by the Native Africans is as silent as their crusade for their own liberation from Britain is vociferous.

For years the Chinese had appealed to us to join them in protesting against the sign in the International Settlement in Shanghai which, they told us, read: "Chinese and dogs not allowed." Imagine our dismay when Miss Pearl Buck, the greatest friend in America that China has, told a large audience in Washington that the Chinese had a sign over a swimming pool in Singapore: "For Chinese Only."

We are thus not too much surprised to learn from Jack Belden's book "Retreat With Stillwell," that in Burma, the Burmese passively hated the Indians and actively hated the British and both Burmese and Indians hated the Chinese to whom they had once been tributary. We know that Chinese who operate restaurants in the United States follow local community patterns in their treatment of Negro customers just as do Greek, Polish, or other proprietors of nationalities that want our men and our money to help liberate their country from oppression.

Perhaps the saddest example of this inter-minority discrimination, segregation, and exploitation is that of the Jews. We render all praise to those Jews who have given their fortune and their life for the cause of all oppressed peoples. But our hearts are sad when we see some Jews in the United States outdo native-born Americans in their exploitation of Negroes and their discrimination against them.

A year ago tonight I visited the European refugee settlement at Sosua in the Dominican Republic, the neighbor of Haiti and Puerto Rico. Many of these refugees still had the horrors of the Gestapo and of the concentration camp stamped upon their face. But in that refugee settlement, as I was told, they had already made the amazing medical discovery that the Dominican men are carriers of malaria and therefore must not be permitted to remain in the camp overnight, but that the Dominican women, many of whom are quite attractive, are not carriers of malaria and are therefore permitted to spend the night in the settlement.

We complete this dismal picture with two examples of exploitation of Negroes by Negroes. Some persons in this audience know how much sympathetic interest I have in the Negro Republic of Haiti, the first of all the twenty Latin American republics to win independence, one of whose presidents gave such substantial aid to the South American Liberator, Simon Bolivar, that Bolivar said: "Petion will make people forget the great [George] Washington." No one is happier than I am that the Latin American prize novel contest has just been won by two Haitians, the Marcelin brothers with their book, "Canape Vert." We must nevertheless record the fact, based upon three trips to the Republic, that a small minority that is largely colored exploits the masses of the people, largely black. In the same way, the Ne-

gro Americo-Liberians exploit the great masses of the Liberian people.

The summary of this second part may be fittingly expressed in the words attributed to Oliver Cromwell three hundred years ago: "Every sect [i.e., every individual group, or people] saith give me liberty, but give him it and to his death he will deny it to any one else." In other words, I see little evidence to justify the fond hope at the present time that the peoples would write a much better peace than would the diplomats, the bankers, the admirals and the generals.

Moreover, whom do we have in mind when we speak of the people? The people would include a Cholo in Chile, a pulque-besotted peon in Mexico, black and white sharecroppers in Mississippi, a Masai warrior in the hinterland of Kenya, an untouchable in India, an illiterate coolie in China. Does any one seriously believe that they will play any important role in formulating the policies of their government at the peace tables? No. These people will furnish, if anything, what Miss Buck has aptly called "obedient energy." The "directive energy," whatever its influence may be, will come, as it now does, from organized pressure groups.

From two types of these groups great expectations are held, by some observers, namely, religious bodies and labor organizations. Some church bodies, notably the Deleware (Ohio) Conference of the Methodist Church and the Malvern Conference in England have made resounding pronuoncements. But how can the churches establish a just and durable peace in other parts of the world before they have rid themselves of their own racial segregation? Moreover, we must be careful to note that religious equality does not necessarily mean racial equality. For example, the National Conference of Protestants, Catholics and Jews can obtain religious equality without in any way disturbing the general practice of racial segregation. Finally, some churchmen of international reputation have not sufficiently liberated themselves from their inherent thoughts to assume their role as ethical and spiritual leaders. The distinguished anglican William Paton, for example, says in his widely read book, "The Church and the New World Order": "An American Negro preacher once defined *status quo* as "de mess we am in.'" Again, we drop our heads more in sorrow than in anger to see a great church leader make even more of a clown of the Negro than do some textbooks in our Southern schools.

A second type of organization interested in a better world society is organized labor. Here again we must be prepared for disillusionment. A spokesman who said that he represented ninety per cent of the car and bus drivers and conductors in Washington, D. C., publicly declared that they would strike if the order of President Roosevelt's Fair Employment Practices Committee to hire Negroes were carried out. Some twenty American Federation of Labor Unions bar Negroes from membership. Most of the rest of them impose some kind of inequality upon Negro workers. We do have a ray of hope, however, in the truly democratic practices of the vast majority of C. I. O. Unions.

Well, the picture is pretty gloomy so far. It appears to be one of complete frustration. I believe, however, that a thorough diagnosis of some of the maladies that prevent a just and durable peace is absolutely necessary before any prescription can be recommended.

One thing in the patient's favor is the fact that the people have at times in the past got rid of some of their maladies. In 1789 the the French people threw into the teeth of the rotten amien regime the magic words, Liberty, Equality, and Fraternity. These magic words not only inspired the overthrow of the nobility and feudalism in France but the abolition of slavery in Haiti. A prostrate France today has substituted for Liberty, Equality, Fraternity, The Fatherland, Work, and the Family. But there are those, and I count myself among the number, who fervently believe that the day will come when Frenchmen, again singing the Marseillaise under the banner of Liberty, Equality, and Fraternity, will help to drive the Nazi hordes from France.

In the United States, Southern revisionist historians to the contrary notwithstanding, moral indignation against the institution of slavery and the literal interpretation of the Declaration of Independence inspired thousand of Union soldiers who gave their life so that "government of the people, by the people, for the people shall not perish from the earth."

There is today a very small minority of 1,800,000,000 people on the face of the globe who earnestly desire the fundamental basis of a just and durable peace, namely complete equality for all peoples regardless of race. Certainly we are encouraged by the historic announcement just made by Dean Taylor. Our job is to increase the number of that small minority. I propose the following steps to that end.

First, we Negroes must draft our own proposals for the liberation from oppression of the two hundred million Negroes in Africa, the colonial West Indies, Latin America, the Pacific Islands, and the United States. We must do so because, however sympathetic our sincere white friends may be, they can not know the yearnings that are in our hearts; and however learned they may be, we can add to their store of knowledge. Since among the thirteen million Negroes in the United States there is more wealth and more learning than there is among Negroes in other parts of the world, We American Negroes have an unescapable responsibility in formulating those proposals.

Second we must prevail upon organizations in all parts of the world to include Negroes in their membership and to integrate our plans for the post-war world with their plans.

Third, we must seek every opportunity to present these plans to smaller groups such as the white schools, church lyceums, public forums.

Fourth, we must arouse our own people from their lethargy. Even if the teachers in public schools should not be able to carry out this campaign of education in the class

room, they can add this responsibility to their extra-curricular activities. The press and the pulpit have a God-given opportunity that they too must shoulder.

Fifth, we must present our carefully documented plans to the government of the United States. A person who is close to President Rooosevelt made the statement recently that every minority in this country except the Negro is expressing its desires. While this statement is not entirely true, it is essentially true. I hope, therefore, that the North Carolina State Teachers Association will join other groups in sending a resolution to the Honorable Sumner Wells, Undersecretary of State, urging him to appoint competent Negroes to the group of experts preparing memoranda for the next peace conference and to instruct all the experts to give specific, adequate and sympathetic attention to the problems of the Negro in all parts of the world.

I wish that I could close this sober address with a brilliant peroration that would paint such a rosy picture of the post war society that I would lift you out of your seats. I simply can not. If we carry out energetically, intelligently, and unselfishly the proposals that I have made, we should make at the end of this war a little prograss toward a real democracy, toward a just and durable peace for all peoples. If we do not, then we are unworthy of our black soldiers wro are giving their life on every battle front. Above all, let us engrave upon our hearts and minds the lesson of our lack of preparation in World War I and World War II so that when the Third World War breaks we shall make even greater strides toward a real democracy and toward a just and durable peace for all peoples. To sustain us through the present and guide us in the future, let us take our battle cry—There is no defeat; there is only the postponement of victory!

The Bugle Staff, Alexander Street School, Charlotte, N. C. Front row: Louvenia Williams, Elizabeth Love, Lucille Watson, Maxie Mae Stanley, Doris Hoey. Back row: Simpson Brown, Clarence Foster, Winifred Philips, Frank Carr.

Alexander Street School Is Only City Winner

Elementary Institution Takes Third Place in Its Group in Nation-Wide Contest Sponsored by Columbia Scholastic Press Association

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Excerpts from the *Charlotte Observer:*

Alexander Street, Charlotte Negro Elementary School, was the only school in the Charlotte city system to place in the Columbia Scholastic Press Association's national contest to determine outstanding school publications. Alexander Streets' *The Bugle,* won third place in Group 1, in the elementary school magazine division.

The more than 2,000 delegates at the convention were advised by Charles R. Corbin of the Office of Censorship that they must observe the Censorship code for newspapers as carefully as do the nations' daily newspapers.

"Each of you who handles copy for publication is, in a sense, carrying a powerful boom," he said.

Before the honors were announced judges surveyed 825 publications from 44 states, the District of Columbia and Canada.

Elementary school magazines, group one, grades 1-6, third place —*The Bugle,* Alexander Street School, Charlotte, N. C. Principal, Mrs. J. Wallace Hemphill.

Faculty Advisers of *The Bugle,* Mrs. M. T. Brewington, Miss V. M. Gullick, Mrs. E. L. Kibbler, Mrs. B. Watkins Mulliens, Miss S. E. Scott. Other members of the faculty, Mrs. H. B. Givens, Mrs. Gibson Harris, Mrs. Young Harris, Mrs. R. E. Kennedy, Mrs. W. M. Hoffman, Mrs. W. Q. Mayberry, Miss A. E. Stevenson, Mrs. D. P. Stinson, Miss B. W. Tyson, Mrs. S. Long Wyche.

Minutes and Resolutions

Minutes of the General Sessions of the Sixty-second Annual Meeting, North Carolina Negro Teachers Association, April 22-24, 1943

By MAUDE MITCHELL JEFFERS

The first general session of the sixty-second annual meeting of the North Carolina Negro Teachers Association was held in the Memorial Auditorium of Raleigh at 8 P. M. with President J. W. Seabrook presiding. A capacity audience of teachers from all sections of the state enjoyed a cordial welcome by Mayor Graham Andrews of the city of Raleigh and by Dean C. D. Halliburton of St. Augustine's College. Response was made by Mr. W. A. Davenport, Principal, Epps High School of Greenville, who assured the former speakers that in this crucial period in the history of America the teachers will work to realize the Four Freedoms of the great humanitarian, President Roosevelt. He told the audience that this privilege of discussing problems which is denied so many other nations is one to be appreciated.

Mrs. Ruth Vick Everett, of the OPA, was introduced and told how her Office of Information attempts to inform every group so that it will be easy to help people become adapted to the new program. Said she, "You educators have done a magnificient job in informing the masses. Our national democracy will succeed only as the masses understand the wartime economies."

Mrs. Everett presented Dean James T. Taylor, Assistant Information Official, on leave from North Carolina College for Negroes. She said that he was the first Negro to be appointed to OPA state-wide work in any state and that he was received by ration boards just as she or any other state official is received. Dean Taylor made an encouraging statement of the fact that soldiers need: (1) food, and, (2) materials of war. Civilians must deny themselves to supply them. "Rationing," he explained, "helps everyone to have his fair share. A millionaire cannot secure more than the most humble person. It is really democracy in action. The black market causes us to lose on the home front and if we lose here we shall surely lose on the battlefronts of the world." He closed with a plea for every teacher to support the program of the OPA.

Dr. L. Thomas Hopkins, of Columbia University, made a most informing speech which held the audience spellbound. In the course of his address on, "Practicing Democracy," Dr. Hopkins said:

"We did not save democracy before, because we did not know what it was. We cannot save it now unless we practice it and realize what it is." Democracy, he said, consisted of two points of view: 1. Practice rather than eloquent theory; respect of every personality. 2. A desire to lead every person to think for himself. "We have all kinds of impediments and restrictions to keep certain people and groups from thinking for themselves," said he. "We have 'superior' classes and races, which are great barriers to democracy," he declared. He assured the audience that there was no master race nor group of people—that everyone should share democracy. We shall win the war by the quality of democracy that we have on the home front. He told the teachers how the schools could help by having boys and girls share in democracy in the schools throughout the program.

He declared that after this war is over we must have democracy more than ever, and that democratic thought and action must go together; the harmonious interaction of personalities must be evident. He informed the teachers that Winston Churchill will never write a democratic peace as long as he insists that the British Empire must not be broken, for this Empire was not founded on democratic principles. Neither will the United States as long as we try to set up our country and Great Britain as dominant powers in post-war planning. We must all sit around the peace table with equal rights and equal respect, regardless of race and color. "And after this war," he added, "we must have a more democratic school system modeled on Jeffersonian theories."

President Seabrook expressed his delight with the excellent program and the large gathering of teachers who witnessed it. He thanked the Mayor and Dean of St. Augustine for the warm sentiments of welcome. Mention was made of the melodious music rendered by the Washington High School chorus directed by Mr. Geo. Van Hoy Collins.

The meeting was adjourned after Vice President J. A. Tarpley read a change desired in the constitution for the consideration of the convention during the business session Saturday morning.

Minutes of the Second General Session

President Seabrook opened the evening session Friday, April 23, with devotionals followed by the singing of several selections by the Washington High School chorus.

Dean James T. Taylor made the report of the Legislative Committee of which he was chairman. After having quoted from letters from Mr. Yelton, he stated that nearly every member of the committee had been present in the various meetings that had been held with Governor Broughton and the Legislature. The committee members had worked faithfully, said he, in securing for the association equalization which other states had secured through pressure.

Report of the Legislative Committee Made by Dean James Taylor

President Seabrook and Fellow Teachers:

I have an historic announcement to make:

It is with deep sense of pride and satisfaction that I am privileged to announce that North Carolina again leads the way, as she becomes the first among the

Southern and Border States to take action to equalize teachers' pay on a statewide basis. Out of funds appropriated by the General Assembly, the new State School Board has set aside $1,750,000 to apply on the differential; $750,000 in 1943-44 and $1,000,000 in 1944-1945. Thus in 1945 we may expect all teachers throughout the state of North Carolina to be paid on an equal basis.

This is a great moment in the life of our state and in the life of the South. When North Carolina's Negro soldiers read this news on the battlefronts around the world, they will exclaim, "Thank God and pass the ammunition." To paraphase Daniel Webster, I say: "North Carolina, there she stands!" And in the words of our song, all of us can sing: "Hurrah! Hurrah! The Old North State Forever, Hurrah! Hurrah! The Good Old North State!"

Members of the Committee:

Dean James T. Taylor,
Assistant Information Officer, OPA,
Chairman Legislative Committee
N. C. Negro Teachers Association.

W. L. Green	Wm. McElrath
E. M. Barnes	I. Ellis Johnson
Mrs. L. B. Yancey	Mrs. Mary C. Holliday
E. A. Johnson	L. R. Best
M. W. Aikens	S. W. Duncan

After a mesage of appreciation for the work of the Legislative Committee, President Seabrook presented Dr. N. C. Newbold, State Director of Negro Education. He told the teachers that during his many years of work with Dr. Newbold he had found him to be sincere and genuine in his work and ambitious for new horizons.

Dr. Newbold stated that North Carolina had passed the crossroads and is following the through highway toward educational success. "After a few years of experimentation, our schools compare favorably to those of any state," said he. He pointed out that the most serious deficiency of the Negro school system in North Carolina is the lack of modern buildings, and he outlined plans for a vigorous post-war building campaign aimed at equalizing facilities of all kind for Negroes. He told of the strides forward that the state had made and said that it was now pressing forward to greater heights in education for all its citizens.

Loud applause greeted Dr. Newbold's growing report of work done and of future plans.

Dr. Rayford Logan, prominent educator of Howard University faculty, Washington, D. C., in his treatment of the subject: "The Negro and Post-War Society," painted a true picture of racial discrimination—internal and international. He followed this picture with an uncompromising call for post-war, "complete equality for all people, regardless of race."

He proposed a five point plan aimed toward obtaining the equality, and said that Negroes must make plans for their advancement so that when World War III rolls around, we will be prepared to make greater strides. Negroes, he said, must:

1. Draft their own leaders for lifting the yoke of oppression, from the people of the United States, Africa, the West Indies, Latin America and the Pacific Islands.
2. Formulate plans for advancement.
3. Seek every opportunity to present plans to groups of all races.
4. Arouse Negro populations to their responsibility.
5. Present Carefully to the United States Government documented memoranda in support of racial equality.

Dr. Logan warned the teachers that the Negro race "must not be too optimistic about beautiful promises concerning 'all the people' in the post-war planning. This usually means all except Negroes.

"I see little evidence to justify fond hopes now that the people would write a much better peace than the diplomats, the bankers, generals, or admirals," said he.

"Our best chance for gaining advancement in the peace is through the influence of religious bodies and labor organizations. Few statesmen are likely to sacrifice their popularity to uphold substantially the Negro cause."

He commented that, "conditions indicate that, whoever is the next president of the United States he will hardly be able to uphold the Negro rights."

Dr. Logan, acting dean of the graduate school of Howard, is a member of Nelson Rockefeller's Inter-American Affairs Committee. He was introduced to the teachers by President Robert P. Daniels of Shaw University.

The address received tremendous ovation.

Mr. J. A. Tarpley read a proposed change of the constitution to be considered by the convention during the business session Saturday morning. The proposed changes read Thursday and Friday nights will be found in the minutes for Saturday morning.

Dr. Nelson Harris, Chairman of the Local Committee, and head of the Department of Education of Shaw University reminded the teachers of the complimentary reception given in their honor by the Local Committee at Washington High School.

President Seabrook in his closing remarks thanked the speakers for the great contributions made to the program. He presented President R. P. Daniels who pronounced the benediction.

Minutes of the Third General Session Held at Shaw University Auditorium, Saturday at 9 A. M.

General Business Meeting

President Seabrook opened the business session Saturday morning with the singing of "America" by the audience, followed by prayer by President Atkins.

Mr. Fred W. Greene, Executive Secretary of the North Carolina Education Association, gave an illuminating talk on the subject, "Federal Aid to Education." He stated that the average income of adults in some states is too small to educate in states that are child rich and economically poor. The federal aid without federal control, he pointed out, is the only way to equalize opportunities for boys and girls of the nation. "We, as teachers," he added, "must lift people

out of the slums of ignorance and place them on the plain of education. For after the defense work subsides, thousands will be thrown out of a job, unprepared for other work, and unable to take care of themselves. He explained the war and peace fund of the N. E. A. and urged this association to plan for such a fund.

While speaking at length on the Thomas-Hill Bill S-637 now before Congress for federal aid to education, he stated that the bill if enacted into law would provide for North Carolina: (1) An emergency fund of $7,179,600 to keep schools open and to adjust teachers salaries so as to encourage them to remain in the profession, and (2) a fund of $6,419,422 annually in order to equalize educational opportunities within the state. He stated that the N. C. Education Association favored the passage of S-637 and suggested that it would be well for the N. C. Negro Teachers Association to indicate its attitude by letters to senators and representatives. It was thought, he added, that the bill would have a good chance of passage, provided enough support could be secured in its favor. His address received the overwhelming applause of the capacity audience.

This address was followed by a report of the auditor who said that the books were in excellent shape. He commended Dr. Davis for the business like and effective way that he had handled the books. The report was received by the body.

The first proposed change in the constitution recommended by the Constitution Committee was read and adopted: "That no money be appropriated unless submitted to the Executive Committee for approval in writing at least twenty-four hours before the final business meeting of the association."

The second proposed change in the constitution was read and approved by the house: "That the annual dues for membership in the association shall be an amount determined by the Executive Committee and voted on by a majority of the teachers at the annual meeting and may be paid through local units or to the Executive Secretary of the State Teachers Association, direct, who shall in turn remit the same to the treasurer of the State Teachers Association."

After the second change was approved for the constitution, the Executive Committee held a short call meeting to decide on a definite fee to present to the body. A motion was passed that the fee be set as one dollar per member. The house voted to have the amount raised to $1.50 per member. The motion was passed. The fee, therefore, for ensuing years is to be $1.50 per member for membership and subscription to the official magazine, THE RECORD.
A motion was passed that the constitution with the new changes be published in an issue of THE RECORD. Dr. Davis advised the teachers that he had several thousand copies on hand for distribution.

Dean A. Elder made a report of the treasurer which was accepted. He also stated that he was leaving the state for work as head of the Education Department of Atlanta University. The group was happy over his achievement, but everyone regretted that the state would suffer a great loss in his departure. President Seabrook told how efficiently he had worked as treasurer and as an educator.

The Time and Place Committee with Mr. H. V. Brown as chairman reported that the committee had accepted the invitation from Raleigh and that the time would begin Thursday before Easter as usual. The committee recommended that because of the financial burden necessarily incurred by local teachers in entertaining the association, the convention would allocate sufficient funds to aid the Local Committee in the functions of entertainment. The report was received and adopted. The motion was passed by the association to furnish funds to aid in the entertainment of the convention.

The nominating committee with Mr. D. M. Jarnagin as chairman, reported the following officers who were elected by the association and installed by Mr. O. R. Pope: Mr. J. A. Tarpley, Greensboro, President; Dr. H. L. Trigg, Elizabeth City, Vice-President; Miss Nora Evans, Raleigh, Recording Secretary; Rev. H. S. Davis, Oxford, Treasurer. New members of the Executive Committee elected were Mrs. Eva Cooper, Short Journey School, Smithfield, in place of Mrs. Ada Battle; Mrs. Beulah B. Green, 310 Lanier St., Oxford, in place of Mr. J. W. Mitchell, and Dr. J. W. Seabrook, Fayetteville, by virtue of his position as retiring president in place of Mrs. Rose D. Aggrey, former retiring president. The association gave a rising vote of thanks to Dr. Seabrook for his faithful service as president.

Dr. Davis, while making his report stated that he had received $6,978.00 of membership fees and that dues were steadily coming in. He further stated that during the 12 years that he had served as Executive Secretary he had found the work a "labor of love."

He had informed the Executive Committee during one of the sessions that he did not choose to be reelected for the next biennium as he had worked a long time and desired a rest. However, assured the committee that he would carry on until a suitable person could be secured. The committee voted to present to the house a request for an honorarium of $100.00 for Dr. Davis for his long and faithful service. The teachers gladly approved this amount which was presented to Dr. Davis by Dr. Seabrook. As the money was received, Dr. Davis remarked, "My cup runneth over." He said that he hoped he would be able to attend the meetings for years to come and to sit and enjoy them through the sessions. He would always carry with him love and respect for this great organization of progressive teachers.

Because of his interest in the work, Dr. Davis has helped to secure membership of nearly every teacher in the state. He has published a magazine which is second to none. It was with regret that the association accepted his resignation.

Mr. Harold M. Holmes, of Chapel Hill, was presented by the Executive Committee as successor to Dr. Davis. He is to begin his work at the beginning of the fiscal year, September 1, 1943. Mr. Holmes is one of the active young principals of the state who has proved himself worthy of this work which

requires a man of character, ability and ambition. Mr. Holmes was unanimously elected by the asscia-tion.

The report of the Resolution Committee is found elsewhere in this issue.

The benediction was said by Principal H. V. Brown of Goldsboro.

Resolutions Committee of the North Carolina Teachers Association— Raleigh, North Carolina, April 24, '43

The Committee on Resolutions makes the following recommendations and resolutions:

1. That the North Carolina Negro Teachers Association, upon the suggestion of Dr. Rayford Logan, seek Negro participation in post-war planning;
2. That recognition to His Excellency J. Melville Broughton, Governor of North Carolina, for the provision made during the last legislature for the erection of a home for delinquent Negro girls;
3. That the Association make request to the proper authorities for more adequate provision for vocational education in the Negro schools;
4. That the Association direct to the proper authorities statements of its desire that the National Youth Administration program be continued;
5. That the Association request through proper Federal authorities that Negroes be integrated into every branch of the armed services without discrimination;
6. That the Legislative Committee continue to function but that its scope be broadened to include legislative affairs of National interest to Negroes;
7. That the N. C. Teachers Association cooperate with state officials with federal and state officials to continue with greater emphasis the sale of War Bonds and Stamps;
8. That the N. C. Teachers Association go on record as advocating that an immediate appeal be made to the proper authorities for adequate equipment to be provided for all schools of the state in order that a thorough program of physical fitness may be developed;
9. That the Association express to the Governor, Legislative officials and others its appreciation for action taken in the matter of salary differentials, nine months' school term and other legislative actions for the advancement of education in North Carolina;
10. That the organization express its appreciation to the teachers of Raleigh and Wake County who, under the leadership of Dr. Nelson H. Harris, have so graciously entertained this sixty-second annual session of the Association;
11. That the Negro Teachers Association go on record as favoring Federal Aid to Education with such provisions as will insure equitable distribution of the funds between white and Negro Schools;
12. That the Teachers Association express appreciation to the OPA for having appointed Dean James Taylor of Durham to the Staff of the State OPA and further, that the Negro leaders invite Dean Taylor into the various cities and counties in order that he may be of the greatest service to the Negroes.

Signed,

Committee on Resolutions
N. C. Negro Teachers Association
J. E. Grigsby, Chairman
Mrs. Eva J. Cooper
Foster P. Payne
J. W. Eaton
M. M. Holmes
Miss Delois M. Edwards, Secretary

MY TASK

By Odessa M. Elliott
Horton High School, Pittsboro

I'm just a little Negro girl
Who's fighting for my race;
I've heard of the many hardships
That my parents had to face.

They tell me that in slavery,
My forefathers had to work;
I honor them for bravery
Because they dare not shirk.

So, come on fellow students,
We have a job to do;
Just fight and always be prudent,
Your race is depending on you.

MY RACE

George Washington Carver was a Scientist,
The greatest man of our day;
He made big things out of little ones,
And he had a price to pay.

Joe Louis, the Champion Boxer
Has won in many a game,
His name is among the bravest
In that great book of fame.

Marion Anderson is a Negro Artist,
She is known by her great voice,
She has filled our hearts with gladness,
She's the woman of our choice.

Virginia Randolph was a Jeanes Teacher,
One of the finest of our race,
Sojourner Truth was a woman Preacher,
Whose honor we can always trace.

Phillis Wheatley was a Negro Nurse,
The greatest we have ever known;
Her kindness and her bravery
Was far beyond our own.

So, we must be brave and gentle
And play our part of the game;
And when we reach that goal on high
Our names will be in the hall of fame.

The Neighborhood P.-T. A. Movement In Goldsboro

By Mrs. Mayme W. Carney
Teacher of English, Dillard High School, Goldsboro, N. C.

THE Neighborhood P.-T.A. as it exists in Goldsboro today is unique in the whole set up of public education. The idea originated in the mind of our supervising principal, Prof. H. V. Brown, during the summer of 1939 while he stood at the end of a tobacco row on the Griffin Fuller farm of Hartford, Connecticut. So gripping was this idea in his mind that he became wholly possessed with the feeling that people living in certain neighborhoods could be more friendly and serviceable toward themselves and the school if they were organized into small groups, so he immediately made plans for the carrying out of the project.

When he presented the idea to his teachers many of them were reluctant about accepting it, for they thought it exceeding far fetched and impractical. Others were more willing to give it a trial at least. So it was that the first organizations were set up in 1939. The Loyal Workers P.-T. A. under Mrs. Dorothy Barnes and Miss A. L. Monroe was the initial organization. The Canal St. P.-T.A. under Miss E. L. McDougald and Mrs. Bertha Smith was the second in line.

During the first year of the N.P.-T.A.'s life there were thirty organizations, but by 1942 through division of districts the number had grown to 58 with each teacher being placed in charge of a district. Today there are 62 districts to be found in every part of the city.

The problem of getting sufficient number of parents to attend the meetings affected the ready organization of some of the districts, but through persistent effort on the part of teachers and sponsors this problem was overcome.

The publicity given the meetings through the "Among the Colored" column of the "Goldsboro News Argus" has also served as a positive means of getting the idea over to people. Not a day passes but that you see several write-ups on the meeting of some N.P.-T.A.

The selections of names for the various organizations are so varied that they in themselves are symbolic of the far reaching aims and accomplishments of the N.P.-T.A. movement.

Let us glance at a few of them. They may be grouped 1st as sectional—such as North End, Little Washington, East End, and Greenleaf, State Hospital. 2nd, Streets—Spruce, Devereaux, W. Pine, George, Charles, School and many more. 3rd, Slogans—Lend a Hand, Do What We Can, Busy Hand, United Friends, Good Will, Unity, Better Service, Faithful Workers, Lift As We Climb, Over the Top, Good Times. 5th, insects and birds—Busy Bee, Nightingale. 6th, Nature—Rising Sun, Sunsets, Sunlight. 7th, Geometric—Horizontal. Now let us glance at some of the accomplishments of these unique organizations.

In the first place, the groups have met in convention assemblies on three occasions, at which times the individual units were represented with $1.00 a year convention fees. From the amount of $40.00 raised in the first, the amount tripled in the third meeting. This money was equally divided among the schools with the exception of thirty some dollars donated by the group to the Band Uniforms. Aside from this joint amount contributed for the Uniforms the individual Units raised over $160 for the total Band indebtedness. The N.P.-T.A.'s have also contributed much to the Red Cross in every drive.

The far reaching effect of the N.P.-T.A. movement among our people has been most definitely manifested in their successful effort of employing and paying a visiting teacher who has been a great force as a connecting link between the schools and the homes. Up to the present date $179.30 has been raised toward the support of the visiting teacher.

Finally, by means of a Survey conducted by the teachers in the various units it has been proved conclusively that there is definitely existing in Goldsboro a closer tie-up between the school and the community. The people know the school and the teachers better, and the teachers know the people and the community better.

Thank God! for the idea of an organization that came to life in the mind of Prof. H. V. Brown as he stood at the end of a tobacco row in Connecticut in 1939. Yes, the N.P.-T.A., like a friendly hand, has reached out across the chasm that once existed between the home and school, and bridged the gap with Friendship, Mutual Interest, and Understanding. Time alone knows what greater things will come from the Neighborhood P.-T.A. Movement in Goldsboro.

WHERE CREDIT IS DUE

(Continued from Page Three)

unit to the place where it is on a footing equal to that of other departments. He has been successful in putting art into the hands of his people as a means of livelihood and as a means of enjoyment. Mr. Taylor has sent art into the armed forces in the person of Garret Whyte, capable muralist. He has placed comics in the nations leading publications—like *Judge* and *The Philadelphia Inquirer*—through his student Jon Massey. He has given to South Carolina a young lady who herself has established an art department in the leading Negro high school of the state—Miss Edna Mae Watkins.

These achievements of so capable an artist, even in time of war, are to say the least, worthy of national commendation and appreciation!

The Need For Teaching Teachers How To Use Library

By Miss Fannie K. Gordon
Librarian, Dudley High School, Greensboro, N. C.

IF such knowledge and skill are to be attained among the learners it is imperative that such knowledge and skill be fostered also among the teachers. The librarians duties are becoming increasingly heavy. Furthermore, the most important of her duties is selection of books and the general guidance that knowledge of books provides.

The desk clerk is not a librarian; the librarian should not be a desk clerk. As more highly trained librarians become available they will serve as general directors of printed materials. But it is essential that each teacher should be a guide or director of his own pupils in their use of the library. Just as the scientist often must devise his own apparatus, and always needs to know where the best instruments can be obtained and how they should be used, so the teacher in any area of learning must know how the instruments of learning should be used, and where the best of them can be procured. This means that all teachers should be familiar with the basic principles of library organization and use. Beyond these principles are numerous technical skills required of the highly trained librarian. It cannot rightly be expected that the teacher's education include these technical skills. It can be and should be required of all teachers, on all levels, that they know how to use the library for their own needs and how to guide pupils in satisfying theirs.

Teachers, however, have not been trained in the purpose and use of the library material and few are able to teach the use of books satisfactorily. The fault has not been so much with the teachers themselves as with the narrow program of teacher education.

There is almost universal practice on the part of textbook writers to supplement information given in various books by references to libraries and library material. How to use various dictionaries, encyclopedias, and other reference books; how to make a bibliography, including the listing of periodical articles, parts of books, etc.; how to take notes; how to locate poems, short stories, etc.—these are some of the skills demanded by assignments in modern texts. Texts in supervision and administration do not always include sections on the school library, yet library-mindedness on the part of the school principal is essential for the proper functioning of the school library. Not all teachers use the library in teaching; some cling to the old textbook method.

Teachers must know books and a knowledge of basic reference books and dexterity in teaching their use, the making of bibliographies, a familiarity with the tools of book selection, the use of the catalogs and indexes, cooperation between librarian and teacher. These are fundamental to an intergration of library and classroom.

Universities and colleges offering library training for teachers may choose either separate courses or integration with methods courses in English, social science, etc. It is possible that both types of courses may be set up, but an integrated program presupposes a modern training school library in charge of a competent, professionally trained school librarian. An intergrated plan is ideal for teacher-in-training, but teachers-in-service, having already completed basic methods courses, should be given an opportunity to study courses in library usage and should receive credit as for any other course in education.

Experiments have shown that pupils are grossly ignorant of the various parts of a book—title page, table of contents, index, etc. The classroom teacher may well take time to go over parts of books with her pupils when new books are being distributed. Learning the physical book is a prerequisite to a satisfactory use of books and libraries. Care of books must be emphasized also and if pupils are shown how books are put together, instruction in the care of books is more meaningful. Pupils must learn to respect borrowed books and to avoid marking and tearing library property.

In the modern school, teachers and librarians work together with pupils in the presence of books. The library is a labaratory, and teachers take pupils to it to select books, to work out projects and problems, to prepare bibliographies, and to prepare advanced assignments. Teachers' enthusiasm for books is contagious and carries over to the boys and girls in their classes.

MY MONUMENT

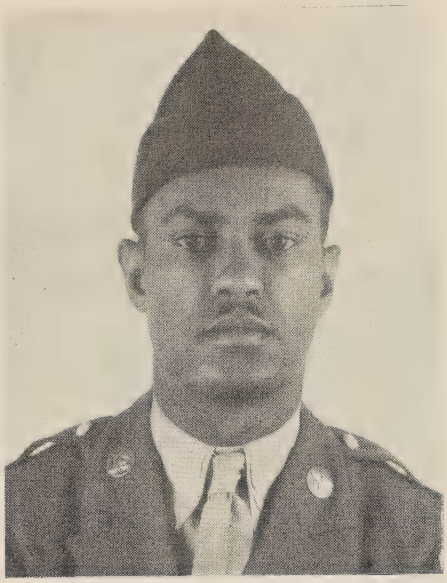
We were trudging down the path that leads from school. Just he and I, his chubby little hand clasped in my own; his adoring face turned up at intervals to mine. Contentment ruled us both; he having learned well, and I in having taught my bit that day.

Our talk centered upon those things which lie close to the hearts of boys. Things which meant naught to me but all to him. The conversation was an easy one for me. I had but to answer "yes" or "no," or smile my approval or understanding of his little schemes.

We had not gone far when he said that which I shall never forget and which has made me another man. He said, "When I grow up, I'm going to be like you."

His resolve was a noble one, I thought. Should mine be less? No! I must be his ideal—a noble one. But first I must be worthy of his trust. His confidence must not be led astray.

He has paid me a priceless honor. I resolve to be all that he believes me to be, and he shall be my monument when I am gone.—*Karl Bleyl, Rosenberg.*



One of Our Men Makes Good

Sgt. Walter C. Daniel, of the 7th Aviation Squadron at Daniel Field, Augusta, Georgia, has reported for training at the Air Forces Officer Candidate School at Miami Beach, Fla.

Sgt. Daniel, who is the son of Mrs. A. M. Daniel, 100 Blount Street, Macon, Ga., was inducted into the Army on July 11, 1942. Prior to entering the service, he was a teacher of English and Music at the Adkin High School, Kinston, N. C. Since 1941 he has been a member of the North Carolina Negro Teachers' and Educational Association.

Sgt. Daniel graduated from the Ballard High School, Macon, Ga., in 1937, and from the Johnson C. Smith University, Charlotte, N. C., in 1941, obtaining the degree of bachelor of arts at that institution. He was enrolled at the University of Michigan, Ann Arbor, Mich., at the time of his induction.

In 1937, Sgt. Daniel won the $1,000 college scholarship first award in the Elks National Oratorical Contest.

Sgt. Daniel was organizer and director of the 7th Aviation Squadron Orchestra during his service with that unit at Daniel Field.

Necrology

A Tribute

On June 4, 1942, Mrs. Rachel Smith Battle, now principle emeritus of Livingston Street School, Asheville, N. C., ended her long and useful career. She has taught for fifty years in the Public Schools of North Carolina.

Mrs. Battle was born in Goldsboro, N. C., December 20, 1865. She started teaching when she was fifteen years old in a one-teacher school in Wayne County. She remained there for six years after which she taught for fifteen years in the Goldsboro City Schools.

In 1913 she moved to Asheville where she still resides. She began work that year at Mountain Street School as a teacher. In 1920 Mrs. Battle was transferred to a new four-teacher school on Livingston Street, as principal. During her 23 years there she saw the school grow to a six-teacher school in 1922, and to a thirteen-teacher school in 1927.

Though she is out of the classroom, Mrs. Battle is still very active in community life and church work.

The following poem, written by two of her teachers, Juanita H. Weaver and L. Elizabeth Davis typifies the fine and noble character that is Mrs. Rachel Smith Battle.

A Useful Career

(Dedicated to Mrs. Rachel S. Battle, *May 24, 1942)*

By Juanita H. Weaver and L. Elizabeth Davis

B marks the BEGINNING in schoolroom in 1892,
A is the APPRECIATION we all know she is due,
T stands for TIME; its importance she makes you feel,
T is also TRUTH, she'd rather have than a meal.
L is her LEADERSHIP, she guides every friend,
E means ENDURANCE which lasts to schoolwork's end.
Put them all together and see just what they spell,
Our PRINCIPAL, our counsellor, our friend we love so well.
We love her because she's genuine,
Though she makes you stick to the letter;
And we know that we shall miss her,
No School ever had any better.

THE WATER TEST

He (twice nicked by razor): "Hey, barber, gimme a glass of water."

Barber: "Whassa matter, hair in your mouth?"

He: "Naw, just want to see if my neck leaks!"

THE REASON WHY

Tourist (in Yellowstone Park): "Those Indians have a blood-curdling yell."

Guide: "Yess, ma'am; every one of 'em is a college graduate!"

First Hollywood Blonde: Are you going to Peggy's wedding?

Second ditto: Of course. You know very well that I always go to Peggy's Weddings.

EXPERIENCE

"What you need is an electric bath."

"Nothing doing, Doc. I had an uncle drown that way up at Sing Sing."

MAJORING AT COLLEGE

"How's your son getting on in college?"

"Great. They put him in as a pinch hitter the other day and he cleared the bases with a three-bagger."

WHAT DO YOU MEAN GRAND?

A young lady who had never seen a game of baseball attended one with her escort.

"Isn't that pitcher grand?" she said. "He hits their bats no matter how they hold them!

Auditor's Report

April 2, 1942, to April 23, 1943

NORTH CAROLINA NEGRO TEACHERS ASSOCIATION
Charlotte, North Carolina

A. T. ALLEN & COMPANY
Certified Public Accountants
Raleigh **Asheboro**
Raleigh, N. C.

North Carolina Negro Teachers Association
Charlotte, N. C.

We have examined the Cash Receipts and Disbursements records of the Executive Secretary and the Treasurer of the North Carolina Negro Teachers Association for the period from April 2, 1942, to April 23, 1943, and herewith submit our report, consisting of three Exhibits and one schedule.

Exhibit "A"—Cash Receipts and Disbursements
Dr. G. E. Davis, Executive Secretary

We traced all amounts for which receipts were issued by the Executive Secretary to the bank statements and verified the bank balance by wire. All disbursements are made by check. All were remittances to the Treasurer with the exception of a refund of $1.00, and bank service charges $2.00. Remittances to the Treasurer were verified by the Treasurer's records.

Exhibit "B"—Cash Receipts and Disbursements
Dr. Alfonso Elder, Treasurer

Receipts of the Treasurer consist of remittances from Executive Secretary and interest on savings deposits. Bank balances were verified by wire. All disbursements made by the Treasurer are made by check, supported by voucher signed by Dr. J. W. Seabrook, President, Mrs. Maude Mitchell Jeffers, Recording Secretary, and Dr. G. E. Davis, Executice Secretary. All disbursements by the Treasurer were checked with the records of the Executive Secretary.

Exhibit "C"—Comparison of Budget Estimates With Actual Expenditures

The actual expenditures were $124.58 less than budget estimate, including an expenditure of $740.00 for one U. S. Defense Bond, Series F No. M226741F, dated May, 1942, maturity value in twelve years, $1,000.00

Schedule 1—Cash Balance at Close of Business April 23, 1943

Cash balance at close of business April 23, 1943, was as follows:

Checking Accounts	$2,370.76
Savings Account	2,758.41
Cash on Hand	1,634.00
TOTAL	$6,763.17

Based on the examination made of available records, we are of the opinion that all receipts have been accounted for and all disbursements made with proper authorization.

Respectfully submitted,

A. T. ALLEN & CO.
Certified Public Accountants.

EXHIBIT "A"

NORTH CAROLINA NEGRO TEACHERS ASSOCIATION
Charlotte, North Carolina

CASH RECEIPTS AND DISBURSEMENTS
Dr. G. E. Davis, Executive Secretary
For Period From April 2, 1942, to April 23, 1943

RECEIPTS:		
Membership Dues	$6,674.00	
Miscellaneous Income	13.70	
TOTAL RECEIPTS		$6,687.70
Balance April 2, 1942		1,811.01
TOTAL TO BE ACCOUNTED FOR		$8,498.71
DISBURSEMENTS:		
Refund	1.00	
Bank Service Charges	2.00	
Remittances to Treasurer	5,329.71	
TOTAL DISBURSEMENTS		5,332.71
BALANCE, APRIL 23, 1943—(Schedule 1)		$3,166.00

EXHIBIT "B"

NORTH CAROLINA NEGRO TEACHERS ASSOCIATION
Charlotte, North Carolina

CASH RECEIPTS AND DISBURSEMENTS
Dr. Alfonso Elder, Treasurer

For Period From April 2, 1942, to April 23, 1943

RECEIPTS:		
Remittances From Executive Sec'y	$5,329.71	
Interest on Savings Account	50.10	
TOTAL RECEIPTS		$5,379.81
Balance April 2, 1942		3,864.78
TOTAL TO BE ACCOUNTED FOR		$9,244.59
DISBURSEMENTS:		
President's Office	100.00	
Recording Secretary	50.00	
Treasurer's Office	50.00	
Publication and Mailing of Record	1,323.67	
Executive Secretary's Office	226.84	
Executive Committee Meetings	157.95	
Convention Expenses	304.13	
District Meetings	38.26	
Salary of Executive Secretary	2,000.00	
College Section	34.30	
High School Section	63.99	
Elementary Section	35.65	
Music Department	21.83	
Physical Education Department	25.00	
Library Department	25.00	
Emergency Fund	45.80	
Inter-Racial Commission	100.00	
Association of Negro Life and History	50.00	
American Teachers Association	50.00	
Oxford Colored Orphanage	75.00	
N. A. A. C. P.	100.00	
Defense Bond	740.00	
Foreign Language—High School	10.00	
Premium on Treasurer's Bond	15.00	
Premium on Secretary's Bond	5.00	
TOTAL DISBURSEMENTS		[illegible]
BALANCE APRIL 23, 1943—(Schedule 1)		[illegible]

EXHIBIT "C"

NORTH CAROLINA NEGRO TEACHERS ASSOCIATION

Charlotte, North Carolina

COMPARISON OF BUDGET ESTIMATES WITH ACTUAL EXPENDITURES

For Period From April 2, 1942, to April 23, 1943

	Budget	Actual Expenditures	Under Over* Budget
President's Office	$ 100.00	$ 100.00	$
Recording Secretary	50.00	50.00	
Treasurer's Office	50.00	50.00	
Publication and Mailing of Record	1,400.00	1,323.67	76.33
Executive Secretary's Office	300.00	226.84	73.16
Executive Committee Meetings	200.00	157.95	42.05
Convention Expenses	350.00	304.13	45.87
District Meetings	225.00	38.26	186.74
Salary of Executive Secretary	2,000.00	2,000.00	
College Section	50.00	34.30	15.70
High School Section	100.00	63.99	36.01
Elementary Section	100.00	36.65	64.35
Principals Department (H.S.)	100.00		100.00
Home Economics Department	50.00		50.00
Music Department	25.00	21.83	3.17
Industrial Education Dep't	25.00		25.00
Physical Education Dep't	25.00	25.00	
Library Department	25.00	25.00	
Adult Education Department	25.00		25.00
Elementary Principals Dep't	100.00		100.00
Emergency Fund	100.00	45.80	54.20
Inter-racial Commission	100.00	100.00	
Association of Negro Life and History	50.00	50.00	
American Teachers Assn.	50.00	50.00	
Oxford Colored Orphanage	75.00	75.00	
N. A. A. C. P.	100.00	100.00	
Defense Bond		740.00	*740.00
Foreign Language—H. S.		10.00	* 10.00
Premium on Treasurer's Bond		15.00	* 15.00
Premium on Secretary's Bond		5.00	* 5.00
Refund		1.00	* 1.00
Bank Service Charge		2.00	* 2.00
TOTALS	$5,775.00	$5,650.42	$ 124.58

SCHEDULE—1

NORTH CAROLINA NEGRO TEACHERS ASSOCIATION

Charlotte, North Carolina

RECONCILIATION OF BANK ACCOUNTS

April 23, 1943

OFFICE OF TREASURER:			
Balance Per Report of Mechanics and Farmers Bank, Durham, N. C. Checking Account		$1,169.28	
Less: Outstanding Check Number 1322	$330.48		
Error in Check No. 1319 (Due Executive Secretary)	.04		
		330.52	
			$ 838.76
Savings Account			2,758.41
BALANCE PER BOOKS, APRIL 23, 1943 (EXHIBIT "B")			$3,597.17
OFFICE OF EXECUTIVE SECRETARY:			
Balance Per Report of Commercial National Bank, Charlotte, N. C. Checking Account			$1,532.00
Cash on Hand April 23, 1943			1,634.00
BALANCE PER BOOKS APRIL 23, 1943,—(EXHIBIT "A")			$3,166.00
TOTAL CASH PER BOOKS, APRIL 23, 1943			$6,763.17

VALUABLE

Visitor: "Is your son who has just graduated from college a help to you on the farm?"

Farmer: "Yes. If it wasn't fer him the language which I address to the livestock would be turrible ongrammatic."

An advertisement is the picture of a pretty girl eating, wearing, holding, or driving something that somebody wants to sell.

PUZZLED

"How is your boy Josh getting along at college?"

"He has us puzzled," said Farmer Corntossel. "He's a football player and also a female impersonator in the dramatic club. We don't know whether to treat him like a roughneck or a lady."

SHORT PANTS

A college boy recently established a record by eating forty-eight eggs in forty-eight minutes. And yet some folks wonder if a college education is worth while.

KINDNESS

An explorer was speaking at a dinner given in his honor before he left on a journey to Africa. In concluding his remarks he said:

"I thank you for your kind wishes regarding my welfare on my dangerous journey, and I want you to know that when I am far from you, surrounded by ugly, grinning faces, I shall always think of you."

A GOOD SHOT

A man wounded in the head was rushed to the hospital, where the doctor asked him how it happened. "My wife threw a stone and hit me," murmured the man.

"Well, that's the first time I ever heard of a woman hitting anything she aimed at," said the doctor.

"Oh," said the patient wearily, "she wasn't aiming at me. She was throwing at a dog and I was behind her."

MOTHER AND THE ECHO

The Jones family went for a day's outing to the cave of echoes. When they reached home Jones noticed that his wife was not there.

"Do you know where your mother is?" he asked his daughter.

"Oh, I suppose she's trying to have the last word."

ENDORSED

"Please endorse the cheque, madam," said the teller.

"Why, but my husband just gave it to me," she replied.

"Yes, madam, but sign your name on the back so your husband will know we paid you."

A few moments later she handed the teller the cheque endorsed: "Your loving wife, Ethel. XXX."

Shaw University

Summer School

--- Raleigh, N. C. ---

An Integral Part of the University

FIRST SESSION—
JUNE 7 TO JULY 14

SECOND SESSION—
JULY 15 TO AUGUST 20

1943

Under the Supervision of the Division of Negro Education. State Department of Education

RALEIGH

OFFERINGS

Courses for those holding:

(a) Elementary Certificates, any class

(b) Primary and Grammar Grade Certificates Classes C, B, and A.

Several courses will be available for principals and supervisors, including workshop seminar.

Courses leading to A.B. and B.S. degrees.

For COMPLETE INFORMATION. write ☞ **NELSON H. HARRIS, Director**

Library

Volume XIV
Number 4

October
1943

North Carolina Teachers Record

Official Publication of the North Carolina Negro Teachers Association

Dark America Sings

By Mrs. Rose Leary Love
Charlotte City Schools, Biddleville

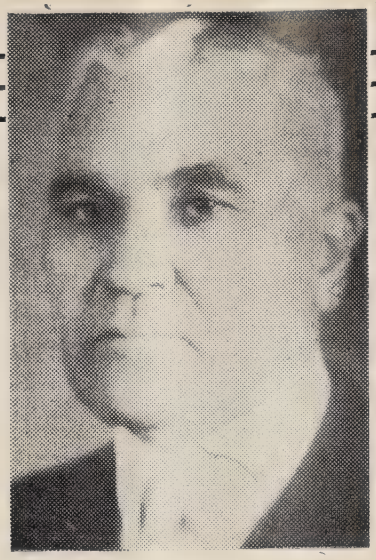
Bruised, battered and torn.
A thousand times I've bared my back
To feel the sting of cruel lash,
But yet, thank God, I sing.

I sing.
Though oppression chokes my very soul
And shows me but the night,
Through it I see the sun's bright rays
And to the world, I cry,
I sing.

I sing.
And singing, I will pass
The howling mob that blocks my way.
For in my heart is an eternal song,
America, I'll always sing.

Published in January, March, May and October, by the
NORTH CAROLINA NEGRO TEACHERS ASSOCIATION
301 Carmel St., Charlotte, N. C.
Entered as second-class matter January 15, 1930, at the post office at Raleigh, North Carolina, under the Act of March 3, 1879

DOCTOR J. A. COTTON



FORMER TREASURER N. C. STATE TEACHERS ASSOCIATION
LATE PRESIDENT KNOXVILLE COLLEGE—DIED JUNE 15, 1942

We present above the picture of Doctor John Adams Cotton, a man, whose shadow, because, of his many valuable contributions lengthens out beyond the span of his long and eventful life, and touches with its gentleness and force the lives of many who came under the charm of his winning personality. Through them he has achieved a greatness that comes to few men.

Though he dedicated himself in life's early morning to the works of the gospel ministry, his work was pre-eminent in the schools. It was largely here that his vision and courage, his never tiring energy, his ability as a leader, in the democracy of his ideals and his friendliness to his fellow men, enabled him to write a momentous chapter in education in North Carolina, where at Henderson Institute—a child of his own righthand planting—he inoculated thousands of students with his own inspiration and vision. As a frequent guest in his home though in early years I am in a position to know the problems he confronted.

Buildings had to be constructed and equipped; salaries had to be paid—there was no end to the problems to be met, none too small to merit the personal attention of this man whose life was the school. As president of the Institute he ever kept before him as a primary objective—To make education available to rural boys and girls who otherwise could not attain it. I have dwelt upon his work at Henderson, because here in the splendid buildings and equipment of the school and the beautiful brick Presbyterian church constructed and served during a period of more than a quarter of a century are together, his magnum opus, and will ever remain to bless his memory along with the commanding site given by him for the hospital near the school in the grounds of which his mortal remains now lie.

Doctor Cotton, like most men who have achieved, rose from obscurity. Born on a farm in the rough mountain regions of Kentucky, July 13th, 1865. At eleven years of age he begun to thirst for knowledge. Before he became of age, he entered Berea College with $3.00 in his pocket. He worked his way through as porter, janitor, and caretaker of the pigs. Later he went to Knoxville College from which he was graduated in 1893—and nearly fifty years later returned to the same college as its president.

Again we have here the fulfillment of that scripture which says: "Seest thou a man diligent in his business he shall stand before Kings—he shall not serve mean men."

It must be emphasized that Doctor Cotton had unusual business ability and made due provision for the education and care of his own family and leaves to them a beautiful home and valuable business property.

"Life we have been long together
In pleasant and in cloudy weather
'Tis hard to part when friends are dear
Perhaps 'twill cause a sigh—a tear
Then steal away, give little warning
Say not—Good night, but in some brighter clime bid me good morning."

North Carolina Teachers Record

Official Publication *of the* North Carolina Negro Teachers Association

Volume XIV | October, 1943 | Number 4

CONTENTS

Page

How to Minimize Student Mortality Between the Elementary and High School 2
By Jacob Felton

A Unit on the Home 4
By Sibyl L. Haile

Constitution 7

Necrology 8

Auditor's Report 9

Membership Roll, 1942-1943 10

Dark America Sings . . . . . Front Cover
By Mrs. Rose Leary Love, Charlotte City Schools

Doctor J. A. Cotton . . . . . Inside Front Cover

SUBSCRIPTION PRICE: $1.50 a year. ADVERTISING RATES on application to Executive Secretary

Membership dues in North Carolina Negro Teachers Association, $1.50 per year, which entitles each member to four consecutive issues of the North Carolina Teachers Record.

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Address all manuscripts for publication and all correspondence regarding membership, advertising, et cetera, to G. E. DAVIS, 301 Carmel St., Charlotte, N. C.

How to Minimize Student Mortality Between the Elementary and High School

Among Negroes in Pasquotank County

By Jacob Felton

MORTALITY is not something alien from our will, a burden imposed upon us from without. On the contrary, mortality is the expression of our deepest and most permanent desires.'

The investigator wishes you to think of this problem as to Pasquotank County. Then all information revealed will show how mortality in Pasquotank County can be decreased.

The investigator became aware of this fact in 1937, at the time he was doing his practice teaching at Elizabeth City State Teachers College Training School. After the week of Observation, which all practice teachers must endure, we noticed a decrease in the enrollment. Several of the pupils returned, but the others left, never to return. Some went to the factories, others to the farms, and still others were convicted in the courts and sent to a living hell, such as; the jail, county roads, and even the state penitentiary.

The investigator has taught school for four years, two of these in Nashville, N. C. in the grades, and the latter two in Pasquotank in the seventh and eighth grades. In the latter, it has been observed that only eighty-five per cent of pupils remained in school the rest of the year, or entered school the next year. The records from the Superintendent's office show that the following students finished the county schools.

County School Facts—1936-1943

Years in School	Pupils Finished	Continued in High School	Finished High School	Continued to College
*1942-43	27	.....	.....	.....
1941-42	47	25	10	2
1940-41	66	30	5	1
1939-40	60	27	7	2
1938-39	55	20	5	1
1937-38	41	15	10	4
1936-37	43	20	9	1
	331	137	46	12

* School has not opened.

The chart shows that about fourteen per cent or less of these students have finished high school. Certainly, you can see we have failed as parents, teachers, and communities.

The investigator interviewed a boy whose name was George Moore. These are some of the questions and answers of the interview.

Investigator—George, why did you stop school?

George—To work and support my mother.

Investigator — Were there any other reasons?

George—Yes, mother told me I could stop if I wanted to, and you don't get any money going to school, besides, they don't have anything interesting there.

Investigator—Did you tell your teacher that you were stopping school?

George—Yes.

Investigator—What did he say?

George—He didn't say anything, but they're paying good money now, and let me know how you are getting along when you start making big money.

This is the one typical example of mortality among Negroes in Pasquotank County and there are hundreds of others.

The teacher has before him on the one hand, the pupil with his administrations and his desires, on the other, the moral law with demands. If he is to do his work well, he must understand that these are not two things, but one.

The moral law represents what good the man wants to do. It is the incorporation of ideals of a man when he is most himself. (2) "A man is most himself when he is free from appetites and passions, which, when they are gone, he hates, and from which he would at all times gladly be free; when he sees most clearly his relations to his fellow student; when he realizes most vividly and completely the issues that depend upon his conduct."

(3) Moral education then starts just as intellectual education, from the equipment which the pupil brings with him to school. This equipment is a great body of desires, an inchoate for the most part unformulated half realize, and in some cases a little more than bare potentialities. The teacher's function is to raise these to a clear conscious, strengthen and steady them, and help them to obtain full control of the will.

If moral education can accomplish nothing except the child's ideals at a time, it must never forget that these are not something fixed. On the contrary, they are continuously changing throughout the entire life. (4) The word instruction suggests the idea of pouring information into the ear as pouring water into a bowl. But, if we wish to get valuable and permanent results in the child's life, we must involve something more than giving and receiving so many teaspoonsful or gallons of knowledge. If the democratic principles of our great government, the principles of our less fortunate people, and the principles of the Almighty God are to be ascertained, certainly we should give our children what they need.

The investigator will attempt to show how student mortality might be minimized between the elementary and high schools among negroes in Pasquotank County. (5) It can be stated almost truism that the greatest civilizations of history have been the best educated civilizations. And when we speak of education in this sense we do not have in mind what so many

today claim as education, namely, special training to do particular jobs. Surely in a technical age like ours a great deal of training is necessary. Some will have an aptitude for medicine, and others will have, or think they have, a mysterious talent which induces them to take law.

But none of these specialities constitute true education. They are training for skills by which men live. We are thinking of education for its own sake, to know for the sheer joy and understanding; to speculate, to analyze, to compare, and to imagine.

(6) The emphasis in modern education is upon what a child does rather than what the teacher does.

As a major part of any study, the art to create should have a forefront. In order to stimulate interest in the subject to arouse children to work and to promote self-confidence in the child, creative work should be given a place in any educational program.

It has been aptly said that public education can be no better than the publics understanding of schools. If this be true then it behooves every public school system to give an account of their stewardship of American youth to the stockholders of this great corporation called the public school system. The radio provides the schools with such an opportunity is evidenced by the increasing number of schools that are tuning to microphones of their local stations to interpret to the public what the schools are doing.

It has been easier to travel the same road than to blaze a new trail —particularly a trail that the public does not know. Hence, we have followed the path of least resistance, and particularly by teachers of Pasquotank County. We have become puppets, in many instances of an uninformed public—some of whom believe learning is confined to the printed page of the textbooks. (7) There are teachers who dare not use the radio as a teaching tool lest they be harshly criticized neglecting to teach the so-called fundamentals, and there are those who are unwilling to cooperate in the utilization of the local broadcasting station to interpret the schools to the public, lest they lose their jobs for starting a project.

These are reasons why teachers should welcome the opportunities offered by broadcasters to use the most powerful twentieth century instrument, the radio, to attack the schools most dangerous fifth-column ignorance based on the lack of understanding is a very essential one.

Teachers give as excuses such things as, we don't have the machinery. Then let us ask this question. Why?

(8) Distribution of Expenditures

	Expenditures for Fix Charges		
County Unit	White	Negro	Total
Pasquotank	$1,330.59	$234.78	$1,568.37
	Expenditures per Pupil		
County Unit	White	Negro	Total
Pasquotank	$1.47	$.34	$.97

A study of the chart above which shows that thirty-four cents.

has been spent per negro child, and one dollar forty-seven cents per white child. There certainly must be some organization as the North Carolina Teachers Association that can solve this problem.

But this situation will remain unchanged as long as we have incompetent teachers and political appointees.

(9) World War II has openly divulged many deficiences in our educational program including physical education. The old system had three glaring faults—first, it encouraged the "Star System" of paid and professionalized athletes and all the many evils which accompanied this defiance of the code and spirit of amateur athletics. Second, it discouraged the younger or smaller boys and girls from participating and was thus contrary to the democratic principles of life; third, it was generally restricted very narrowly to football for boys and in the winter basketball for boys and girls with no organized sports in spring whatever. This was the situation in schools with a gymnasium and those without had still less to offer. This system had long been criticized, but nothing was done about it. (10) Finally our entry in the war changed all that—the bearded athletes are in the army—now the interscholastic schedules are in the waste basket. Reform of the second fault has taken a positive rather than a negative turn for the better. The present physical fitness programs, organized in the last year, and the most recent Victory Corps require the broadened physical education program of all boys and girls as the basis of "must" course.

The only excuse for non-participation is a doctor's excuse and even this doesn't eliminate them from the minimum physical education.

The third defect; the narrow curriculum has also been settled in a positive manner. With Pearl Harbor came tire rationing, gasoline rationing, and most football and basketball schedules were cancelled. Physical schedules became a requisite for boys and girls.

We are co-trustees of the air waves every station uses, and we, no less than station manager have our responsibility to serve the public's interest, and as Pasquotank County Teachers always beware:

Its hard sometimes;

To apologize
To begin over
To take advance
To admit error
To face a sneer
To be charitable
To avoid mistakes
To keep on trying
To keep out of a rut
To obey conscience
To profit by mistakes
To forgive and forget
To think and then forget
To think and then act
To shoulder deserved blame
To dispute under handness
To make the best of a little
To subdue an unruly temper
To recognize the silver lining
To accept just rebuke gracefully
To smile in the face of adversity
To value character above reputation
To discriminate between shame and real
But it always pays. (11)

Sharp, F. C., Character for Education, Page 189.
(2) Sharp, F. C., Education for Character, pp. 188-189.
(3) Sharp, F. C., Character for Education, p. 189.
(4) Sharp, F. C., Character for Education, p. 193.
(5) Magazine — North Carolina Education, March, 1943, p. 227.
(6) North Carolina Education, March, 1943, p. 225.
(7) Walfe, E. K., North Carolina Education, March, 1943, pp. 229-251.
(8) North Carolina School Bulletin, November 1942.
(9) North Carolina Education, March, 1943, p. 236.
(10) North Carolina Education, March, 1943, p. 236.
(11) The Santa Fe Magazine.

A Unit on the Home

SECOND GRADE

By SIBYL L. HAILE
Teacher—Spaulding High School, Spring Hope, N. C.

I. Grade Placement:

Since the family group is the first social group with which the child has his relations really established, it is suggested that the Home Unit be developed in the Primary Grades. It should originate in the Kindergarten or First Grade, and the standards of right living should be established throughout the school.

II. Aims:

1. To appreciate the development of right social and personal habits in the home, such as those which are related to health, safety, kindness, courtesy and co-operation.

2. To stimulate an appreciation of the services which are rendered by various members of the home, and the duties and responsibilities of each.

3. To acquaint the children with the fundamental facts about the home, and to make pupils familiar with the uses of the rooms, lighting, heating, and other furnishings.

4. To make them realize more fully that the home is not merely a dwelling place, but should be a happy institution.

III. Approach:

I gave the children an opportunity to relate some of their interesting experiences, at the beginning of the school term, and of course they were eager to tell me about their activities during the summer months.

Some of the little girls stated that they enjoyed playing with their dolls, and that their little companions could open and close their eyes. Other children described the doll's hair and desired to bring them to school because they were so beautiful. One member suggested that it would be fine to have a doll house. The boys thought that they would have a splendid opportunity to construct a house, and they were anxious to start building one.

Then the little boys began to talk about the clothes mother made them, and the lovely things father bought them so that they might be made happy. One little girl said she enjoyed sewing very much and also liked to cook because she watched mother in the home.

I thought that the girls might want to make clothes for their dolls and possibly, cook some things as this was educational. I realized that if we were to carry out a successful Home Unit a great deal of emphasis must be placed on health. People must be taught how to live and that home is not only a place of shelter, but it should be cheerful, sanitary, and respectable.

The children also told me about some furniture that they would bring to place in the house. I asked them how many rooms they were going to furnish. They decided to have five.

I began to collect pictures of homes, and the various rooms, and made charts to stimulate the interest of the class. I attempted to portray the various members of the family and the activities carried on.

IV. Description of the Unit:

I asked the children if they had a doll house available, having in mind that a pasteboard one might be obtained. This was difficult to find. So the boys said they would find some orange crates and after the house was constructed, rooms could be partitioned off.

We discussed definitely the things needed in the home such as tables, chairs, beds, stove, dresser, bath tub, and other household furnishings.

The children collected all available pictures and we discussed them and then original compositions were presented. I placed their statements on the blackboard and then they assisted me in writing compositions on the charts. After our preliminary preparations were made so far as discussions, planning, and motivations were concerned, it was time for organization.

V. General Procedure:

Committees were appointed to look after the house and its furnishings. These committees must work out plans or ways to help mother and father and illustrate this in the particular Unit. Doll furniture must be brought to class and some furniture must be made. All furnishings must be made as nearly as possible and if in any case there is extreme difficulty in the construction of the necessary things, they must be brought in. One group was expected to look after the making of booklets and a large scrap book on the home. The pictures to be placed in books must center around the following:

1. Pictures of Homes.
2. Rooms.
3. Family.
4. Proper Foods.
5. Health habits in home.
6. Personal health habits.
7. Ways of improving the home.

Things Children Can Do In Home

1. Wash dishes.
2. Dust.
3. Make beds.
4. Sweep the floor.
5. Run errands.
6. Be cheerful and kind.

Correlations and Activities

VI. Reading:

Pupils should read all material that is possible relating to the home. Select stories found in basal text, supplementary material, and make extensive use of the library.

Some suggested books for Children:

1. Tobe—It is an excellent book about activities of the home, and should begin the child's library. It would develop a keener appreciation for the race as it is about a little colored child.

2. Elson Basic Reader.....
3. Betty and Bobby at Home Katherine Dopp.
4. The Captains of the Clothespins .....James Sherman.
5. Child's Day....Woods Hutchinson.
6. Child's Story Readers, (Primer) ..... Freeman.
7. Citizenship Readers, (BI) Ringer & Downie.
8. Every Day Doings at Home Emma Serl.
9. The Gay Kitchen..James Sherman.
10. Health in Home and Town B. M. Brown.
11. Out in the Kitchen James Sherman.
12. Homs Is Fun.
13. Along the Way.....(Basal Text).

VII. Writing:

Children wrote original compositions, but at this particular period one original sentence might be given and placed on the blackboard for them to copy. The sentences must be related to the particular Unit. The writing lesson should not be too long or tiresome to the pupils.

VIII. Number Work:

1. Simple measurements.
2. Counting objects used in house.
3. Original number Stories.
4. Shopping projects carried out.
5. Buying Toys, food, clothing.
6. Diagrams may be placed on board and prices on the objects may be written.
7. Playing Store.
8. Children may make toy money.
9. Number work lessons for this grade would be centered around counting and the addition and subtraction facts.

IX. Spelling:

Members of Family

1. Mother.
2. Father.
3. Grandmother.
4. Sister.
5. Brother.
6. Baby.
7. Jane.

Rooms in Home

1. Bedroom.
2. Kitchen.
3. Living Room.
4. Dining Room.
5. Bath Room.
6. Sun Parlor.
7. Library.

Pets

1. Spot.
2. Little Mew.
3. Kitten.
4. Dog.
5. Rabbit.

Meals

1. Breakfast.
2. Lunch.
3. Dinner.
4. Supper.

Foods

1. Milk.
2. Soup.
3. Fruit.
4. Cereals.
5. Vegetables.
6. Meat.
7. Bread.
8. Butter.

Home Furnishings

1. Lamp.
2. Curtains.
3. Piano.
4. Radio.
5. Closet.
6. Bed.
7. Stove.
8. Table.
9. Chair.
10. Shades.
11. Rug.
12. Bedding.
13. Dresser.

(These words may be placed on cards or on charts).

X. Language:

1. Children learn poems from books.
2. Write original poetry about home.
3. Short compositions written.
4. Oral expressions about the Unit.
5. Tell stories about the home.
6. Children may plan for a party and write invitations—to friends and parents and schoolmates.
7. Talk about things seen in the home, as the result of an observation trip.
8. Discussions about pictures.
9. Give titles to booklets, stories or posters.
10. Dramatizations about home.

XI. Social Studies:

1. Study the homes of other children.
2. Compare their homes with ours.
3. Study the food, and clothing of others.
4. Compare their ways of living witn ours.
5. Study the activities that others engage in.
6. Compare their interests with ours.
7. Note their health habits.
8. Compare their health practices with ours.

XII. Elementary Science:

1. Talk about the different pets found in the home or around the home.

1. Dog.
2. Cat.
3. Horse.
4. Cow.
5. Chickens.
6. Pigs.

2. Grass and flowers we find.
3. Trees in our yard.
4. Garden.

1. Vegetables planted.
2. Fruits we might have.

5. Lessons in elementary Science may be taught by discovering how some toys work that are used in the home.

1. Automobiles.
2. Gliders.
3. Airplanes.
4. Pop guns.
5. Mama dolls.
6. Floating birds.
7. Whistles.
8. Boats.
9. Tops.
10. Bicycles.

XIII. Health:

Discussions

1. Importance of exercise.
2. Story of Milk.
3. Story of whole wheat bread.
4. Vegetables and Fruits.
5. Dinner at the cafeteria.
6. Story of Teeth.
7. Sanitation — Use of individual drinking cups.
8. Importance of drinking water.
9. Give children seatwork exercises to work out on health.
10. Teach health poems and songs.
11. Give playlets, "The Health Circus" is good.
12. Study about the care of pets.
13. Make health posters and order.

Other Suggested Activities

1. Dramatization for Health Day.
2. Milk Project.
3. Safety Project.
4. Food and Good Manners Project.
5. Others are centered around fire prevention and good health.
6. Discuss topics relating to the personal care of the body and living conditions in the home.

XIV. Physical Education:

Suggestions from Physical and Health Education for Elementary and Secondary School.

1. The Farmer.....P. 89.
2. Oats, Peas and Barley Grow P. 100.
3. Baby's Boat.....P. 101.
4. The Little Pony.....P. 112.
5. Old Rabbit.....P. 121.
6. (Games about Pets) Sheep, Sheep Come Sheep.....
7. Have You Seen My Sheep.....
8. Hound and Rabbit.....
9. Kitty White.....
10. Dog and Bone.....

Mimetics and Stunts

1. Rabbit Hop.
2. Duck Walk.

Story Plays

1. Washing Clothes.
2. Chopping Wood.
3. Rope Jumping.
4. I asked my Neighbor out to play.

Activities Children Engage In at Home

Swinging in a swing.....P. 95.
Running .....P. 85.
Jumping .....P. 85.
Galloping Horse .....P. 85.
Creative Rhythms.
Animal Rhythms.

XV. Art:

1. Give children seatwork.
2. Have them draw pictures.
3. Give sample copies for coloring.
4. Some pictures are found in Sec. Gr. Drawing Books.
5. Give them health and citizenship patterns.
6. Construct Doll house.
7. Make furnishings.
   1. Curtains, stove, chairs, bed, table, dresser, etc.
8. Make doll clothes.
9. Arrange scenes on sand table.
10. Make friezes on home.

Pictures Study

1. Can't You Talk.....Holmes.
2. Age of Innocence.....Reynolds.
3. Mother ..... Whistler.
4. Feeding her birds.....Millet.
5. Girl with Cat.....Hoecker.
6. The Valley Farm.....Constable.
7. A Boy with a Rabbit.....Raeburn.
8. Saying Grace .....Chardin.
9. Baby Stuart.....Van Dyck
10. Miss Bowles.....Reynolds
11. With Grandma.....McEwen.

XVI. Music:

1. Songs and Games.
2. Dramatizations.
3. Victrola Selections.
4. Piano Numbers.

Songs in Music Hour

1. Knitting Song.
2. The Children that People Love.
3. Lullaby.
4. I had a little doggy.
5. Grandma.
6. The Sandman.
7. Sleep, Dolly Sleep.
8. Skipping Song.
9. Cradle Song.

Other Songs found in Progressive Music Series and Universal School. Music Series: For Rhythmic Expression (Victor Records).

1. Go to Sleep Dolly.....
2. Rock-a-bye-Baby .....No. 18664.
3. Slumber Boat .....No. 18448.
4. Slumber Sea .....

For Poetic Expression

5. Baby Dear.....No. 17937.
6. Mother's Prayer.....No. 18665.
7. Six Little Puppies.....No. 17776.

XVII. Assembly Program:

The final activity was the rendition of a program. It was composed of various songs and poems we had learned in class about the home.

Topics Considered

1. Why we studied about home.
2. What it means.
3. Ways we can help our parents.
4. What we did in the classroom.
5. Illustrations given on stage showing good manners.
6. Table manners illustrated with children at table.
   Playlet—Building Our Home.

XVIII. Outcomes:

Things That Have Been Developed

1. A deep interest in knowing the facts pertaining to family life, and the relationships that should exist in the home.
2. A fuller knowledge about the types of homes and the various uses of the rooms.
3. An appreciation of the home, and the duties of the members in the family.
4. The children know some of the standards of right living and will strive to establish the right attitude toward the family, and the home.
5. The children's knowledge has increased in the development of good personal and social habits such a courtesy, health and cooperation.

XIX. Bibliography:

1. How the World is Housed
   Carpenter.
2. The Houses We Live in
   Carpenter.
3. The Foods We Eat
   MacMillan Co., Carpenter.
4. The Clothes We Wear
   MacMillan Co., Carpenter.
5. Home and Community Life
   Life—E. P. Dutton and Co.,

A Prayer for Seamen

MRS. ROSE LEARY LOVE
Charlotte City Schools
Biddleville

O God, I pray for men who sail the seas,
The wild and restless waves, white-capped with foam.
I pray for men of every race and creed,
May each dawn see them drawing nearer home.

Give them a steady hand and heart that's true.
Give them a will that knows no taint of fear.
Make them, O God, to always know and feel
Thy children's cries, Thou wilt always hear.

Increase their zeal to battle with the storm
And give them strength to hold Thy Friendly Hand.
Supported then, by such a wondrous power
They cannot fail to safely reach the land.

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The Sante Fe Magazine

CONSTITUTION
of
NORTH CAROLINA NEGRO TEACHERS ASSOCIATION

Showing Amendments Enacted at the Fifty-Sixth Annual Convention

ARTICLE I
Name

The name of this Association shall be the North Carolina Negro Teachers Association.

ARTICLE II
Purpose

The purpose of this Association shall be to encourage the highest professional standards for the teachers who are entrusted with the mental, moral, and physical education of the Negro youth of North Carolina, to the end that these Negro boys and girls may be developed into useful and patriotic citizens.

ARTICLE III
Membership

Section 1. Membership in the North Carolina Negro Teachers Association may include any person engaged in teaching Negroes or actively interested in Negro education in North Carolina.

Sec. 2. The Association shall consist of local units organized in various counties in North Carolina. A local unit may be organized by ten or more teachers. The local units shall be represented in the State body by delegates, and each unit shall be entitled to one delegate for ever ten members and a major fraction of ten, and such other persons as qualify under Article III, Section 1, and pay the required fee.

Sec. 3. All members shall have the privilege of voting in all business sessions. The Executive Committee shall appoint a Committee on Credentials.

ARTICLE IV
Dues

The annual dues for the members of the Association shall be $1.00, and may be paid through local units or to the Executive Secretary of the State Association direct, who shall, in turn, turn over the same to the Treasurer of the State Association.

ARTICLE V
Time and Place

The Association by vote at the annual business meeting shall determine the time and place of the next meeting, but the Executive Committee shall act for the Association in this matter in case of emergency.

ARTICLE VI
Officers

Section 1. The officers of this Association shall be a President, Vice-President, Recording Secretary, Executive Secretary, Treasurer, Chairman of Sections, Secretaries of Sections, and members of such committees as shall be appointed. They shall be installed at the meeting in which they are elected.

Sec. 2. The duties of the officers shall be the usual duties of such officers and such other duties as the Association may see fit to place upon them. The Executive Committee shall supervise and direct the work of the Executive Secretary.

Sec. 3. The Treasurer of the Association shall give bond in such sum as the Executive Committee shall deem necessary.

Sec. 4. The President shall not exceed himself more than once.

Sec. 5. The Executive Secretary shall be elected for a term of office of two years, on condition of satisfactory service.

ARTICLE VII
Executive Committee

Section 1. The Executive Committee shall be composed of nine members, exclusive of the President, Vice-President, Executive Secretary, Recording Secretary, and Treasurer, who shall be members ex-officio. Three new members of the Executive Committee shall be elected each year for a term of three years. When there is a retiring President, he shall be one of the three new members. The President of the Association shall be chairman of the Executive Committee. To put this plan into effect for the first year the Association shall elect three members of the Executive Committee for a term of one year, three for a term of two years, and three for a term of three years.

Sec. 2. The Executive Committee shall have the power herein stated and shall act as a general advisory committee for the Association.

They shall have at least one meeting during the recess of the Association, at the call of the Chairman, and in case of an emergency shall determine the time and place of the meeting of the Association, and shall notify the members of such changes through the public press and through the secretaries of local units, not later than three months before the time of meeting.

They shall attend to such other business as may come before them and shall have entire charge of the affairs of the Association during the recess, and shall determine how the next program shall be arranged.

Sec. 3. The accounts of the Association shall be audited at least annually by a certified public accountant under the supervision of the Executive Committee.

The expenses of the Executive Committee shall be paid from the funds of the Association.

Sec. 4. The Executive Committee shall submit to the body an actual or estimated budget of the expenses of the Association, including their meetings for the next year, and such other expenditures that they may consider wise; and no money shall be appropriated from the treasury until the same has been considered by the Executive Committee and their report on the same presented to the body for its action.

ARTICLE VIII
Elections

Section 1. Elections shall take place at the annual meetings on the morning of the third day of the session and by viva voce vote, all members participating. A Nominating Committee shall be appointed by the President by noon of the second day of the meeting, and his Nominating Committee shall bring to the business meeting a name for each office to be filled. But before action is taken on the report of the Nominating Committee, any member may have the power to nominate from the floor for any office to be filled.

Sec. 2. The candidate for Executive Secretary shall be nominated by the Executive Committee and elected by the Association.

ARTICLE IX

The following shall be considered the Sections of the Association:

1. College Section.
2. Home Economics Section.
3. General High School Section.
4. High School Principal's Section.
5. Vocational Agriculture Section.
6. Art Appreciation Section.
7. MusicAppreciation Section.
8. Library Section.
9. Industrial Arts Section.
10. Physical Education Section.
11. Adult Education Section.
12. Elementary Section.

These sections may be added to or changed upon the recommendation of the Executive Committee.

A member of a local unit may selct the section of which he wishes to be a member and shall be entitled to vote in that section, and in no other.

ARTICLE X*

Section 1. The Association shall be empowered to set up four District Associations. The provisions for financing same shall be made in the budget of the Association.

2. Any district organiztaion may formulate a constitution, subject to approval of the Executive Committee of the North Carolina Negro Teachers Association.

ARTICLE XI
Quorum

The presence of twenty members shall constitute a quorum for transaction of business.

ARTICLE XII
Amendments

Amendments to this Constitution must be offered in writing to the Executive Committee, who shall report the same to the Association with their recommendation at least one day before a vote is to be taken on them. If approved by vote of two-thirds of the members present they shall become a part of this Constitution.

* This is the new Article in April, 1937.

North Carolina Teachers Record

Official Publication of the

NORTH CAROLINA NEGRO TEACHERS ASSOCIATION

Published in January, March, May and October by the North Carolina Negro Teachers Association

DR. G. E. DAVIS . . . . . *Editor-in-Chief*

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PROF. J. A. TARPLEY . . . . . President
DR. H. L. Trigg . . . . . Vice President
DR. J. C. DAVIS . . . . . Executive Secretary
DR. H. L. DAVIS . . . . . Treasurer
MISS NORA EVANS . . . . . Recording Secretary

MISS ETHEL WYCHE DR. FRANK L. ATKINS PROF. O. C. HALL
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VOL. XIV OCTOBER, 1943 No. 1

Necrology

As we go to press, information has just reached us of the sudden, unexpected passing of our life long friend, Doctor Gaston A. Edwards, late principal of the Whitted Elementary School of Durham, N. C. Doctor Edwards has, in his eventful life, made large contribution to the educational progress of the State.

In his early years a member of the faculty of the Shaw University, he resigned his position there to become the president of Kittrell College, where he, perhaps, rendered his greatest service, putting the college on a strong financial footing, increasing the number of the student body and enlarging its faculty. Resigning that position he identified himself with Durham business interests and as the only licensed Negro architect in the State, planned and constructed many important buildings.

In recognition of his fine educational qualifications, he was elected principal of the Lyon Park school and later became the principal of the Whitted school, at which post he was serving at the time of his passing. Perhaps the strongest point in his educational life, was as Superintendent. W. F. Warren, stated in his eulogy of the deceased, was his love for his students and confidence in the loyalty of his teachers.

Doctor Edwards was a B.S. graduate of A. and T. College and received his M.S. degree from Cornell, at Ithica, New York.

He was a director of the Merchants and Farmers Bank and of the Bankers Fire Insurance Company.

Doctor Edwards, because of his pleasing personality, won and held a large number of friends in and out of the state, who deeply regret his passing. He was unswervingly loyal to the North Carolina Teachers Association and through all the years of his service to the cause of education, he and all his faculty were 100 per cent members of the Association.

Born on April 12th, 1875, he came to the end of his eminently useful and busy life Oct. 5th, 1943, in the sixty-eighth year of his age.

With sincere sorrow we chronicle the passing of two devoted teachers of the Charlotte city schools:

Mrs. Hattie Davis Williams for more than fifteen years a teacher in the Fairview city school and Mrs. K. L. Wyche of the Isabella Wyche school. The former passed on August 4th, the latter, October 4th.

Both were dearly beloved by the entire city. "They are not dead who live within some heart," and they are enshrined in many. Let us take the sorrows of life as bravely as we may, turning always our faces upward toward a loving Father; remembering that in such moments as come to all of us, even thoughts of the empty chair, the closed book, the disused pen, the sorrowing hearts and the flower-covered casket all shall fail to dim the clear mirror of the trusting soul.

Notes

A large number of pages of this issue had to be surrendered to publishing business transactions of the Association.

Wt are therefore surrendering our editorial pages to this end.

The Executive Committee in the June meeting directed that the audit for the fiscal pear ending Aug. 31st be printed and also the Constitution. These and the page membership roll leave only a few pages for regular matter. We ask our contributors to be indulgent. Articles will appear in the next issue.

We have just been informed that the Piedmont District Teachers Association will hold its annual meeting in Greensboro at the Dudley High School Saturday, December 4th, 1943.

The session beginning at 9:30 a.m.

We have received no information as to whether the N. E., the S. E. and the Western Districts will hold meetings. These will please inform this office of time and place, so that arrangements may be made for collecting dues.

We direct your attention to the notice on the back of this issue as to change in membership fee.

Auditor's Report

April 24, 1943, to August 31, 1943

NORTH CAROLINA NEGRO TEACHERS ASSOCIATION
Charlotte, North Carolina

A. T. ALLEN & COMPANY
Certified Public Accountants
Raleigh Asheboro
Raleigh, N. C.

North Carolina Negro Teachers Association
Charlotte, North Carolina

Gentlemen:—

According to arrangements made with your Executive Secretary, Dr. G. E. Davis, we have examined the cash receipts and disbursements of the Executive Secretary's office and those of the Treasurer's office for the period from April 24, 1943 through August 31, 1943, and submit herewith our report consisting of three Exhibits, in addition to these comments.

Exhibit "A"—Cash Receipts and Disbursements
Dr. G. E. Davis, Executive Secretary

This statement shows the cash handled by the Secretary for the Period covered by the audit. For this period he received $697.50 and disbursed $3,846.00. These transactions, together with a balance at the beginning of the period of $3,166.00, result in a balance on August 31, 1943, of $17.50, which was accounted for by cash in the Treasurer's hands for deposit.

We traced all cash receipts, as evidenced by the membership dues record, into the Secretary's bank account. The disbursements from this account were by checks properly issued and in the regular course of business.

Exhibit "B"—Cash Receipts and Disbursements
H. S. Davis, Treasurer

Here we show the cash handled by the Treasurer for the period from April 24, 1943 through August 31, 1943. During this period he received $3,856.55 and disbursed $2,452.54. These receipts and disbursements, together with a balance from last year of $3,597.17, result in a balance on August 31, 1943, of $5,001.18. The balance at August 31, 1943 was accounted for by funds on deposit with the Mechanics and Farmers Bank of Durham, North Carolina. The Treasurer's receipts were compared with remittances to him by the Executive Secretary. All disbursements were on vouchers properly issued and approved.

Exhibit "C"—Comparison of Actual Expenditures With Budget Estimates

Here we show a comparison of the actual expenses for the period from April 24, 1943 through August 31, 1943, with the budget, which was prepared for a twelve months' period. The budget for the twelve months was for $6,000.00 and for the period covered by this audit you spent $2,452.54, resulting in an unexpended balance of the budget of $3,547.46. The reason for this difference is that you have changed your fiscal year to one ending as of August 31.

General Comments:

We found the records of the Executive Secretary and the Treasurer in excellent condition and experienced no trouble in making our audit and obtaining the necessary information for this report.

The Executive Secretary and Treasurer are bonded for $1,000.00 and $2,000.00, respectively, by the American Bonding Company.

We also found in the possession of the Treasurer the U. S. Defense Bond, Series F, Number M226741F, dated May 1, 1942, and maturing in twelve years. This bond was purchased in 1942 for $740.00 and has a maturity value of $1,000.00.

Based on our examination of the available records, we are of the opinion that all funds have been carefully and honestly handled and fully accounted for.

Respectfully submitted,
A. T. ALLEN & CO.,
Certified Public Accountants.

Raleigh, N. C., October 14, 1943.

AXHIBIT "A"

NORTH CAROLINA NEGRO TEACHERS ASSOCIATION
Charlotte, North Carolina

CASH RECEIPTS AND DISBURSEMENTS
Dr. G. E. Davis, Executive Secretary
April 24, 1943 to August 31, 1943

RECEIPTS:		
Membership Dues	$ 587.00	
Refund on Elementary Group Expenses	17.50	
Shaw University—Advertising	16.00	
N. C. Mutual Insurance Company—Advertising	20.00	
Capital Printing Company—Advertising	20.00	
National Aid to Public Education	25.00	
Placement Bureau Fees	12.00	
TOTAL RECEIPTS	$ 697.50	
BALANCE FROM LAST YEAR	3,166.00	
TOTAL TO ACCOUNT FOR		$3,863.50
DISBURSEMENTS:		
Refunds—Dues Over-Collected	11.00	
Remitted to Treasurer	3,834.62	
Bank Service Charge	.38	
TOTAL DISBURSEMENTS	$3,846.00	
BALANCE AUGUST 31, 1943	17.50	
TOTAL ACCOUNTED FOR		$3,863.50
RECONCILIATION OF BALANCE AUGUST 31, 1943		
Balance in Commercial National Bank, Charlotte, N. C.	$ 68.62	
Less: Check No. 6 Outstanding	68.62	
Balance in Bank	$ None	
Cash on Hand to be Deposited	17.50	
TOTAL BALANCE AUGUST 31, 1943— PER SECRETARY	$ 17.50	

EXHIBIT "B"

NORTH CAROLINA NEGRO TEACHERS ASSOCIATION
Charlotte, North Carolina

CASH RECEIPTS AND DISBURSEMENTS
H. S. Davis, Treasurer
April 24, 1943 to August 31, 1943

RECEIPTS:		
Received from Executive Secretary	$3,834.62	
Interest Earned on Savings Account	21.93	
TOTAL RECEIPTS	$3,856.55	
BALANCE FROM LAST YEAR	3,597.17	
TOTAL TO ACCOUNT FOR		$7,453.72
DISBURSEMENTS:		
Office Expenses, Executive Secretary	$ 91.36	
Publication of Record	334.61	
Executive Committee Secretary	135.24	
Salary of Executive Secretary	833.30	
Convention Expenses—1943	492.82	
Elementary Section—1943 Convention	62.17	
High School Section—1943 Contion	18.83	
Physical Education Section—1943 Convention	25.00	
Library Section—1943 Convention	25.00	
Music Section—1943 Convention	12.98	
Clerical Help	60.00	
Gift—Inter-Racial Commission	50.00	
Gift—N. A. A. C. P.	50.00	
Gift—American Teachers Association	25.00	
	25.00	
Gift—Association of Negro Life and History	25.00	
Gift—Oxford Orphanage	75.00	
Emergency	136.23	
TOTAL DISBURSEMENTS	$2,452.54	
BALANCE AUGUST 31, 1943	5,001.18	
TOTAL ACCOUNTED FOR		$7,453.72
RECONCILIATION OF TREASURER'S BALANCE:		
Balance in Mechanics and Farmers Bank, Durham, N. C.:		
Savings Account	$2,780.34	
Checking Account	2,220.84	
BALANCE PER TREASURER AUGUST 31, 1943	$5,001.18	

EXHIBIT "C"

NORTH CAROLINA NEGRO TEACHERS ASSOCIATION
Charlotte, North Carolina

COMPARISON OF ACTUAL EXPENDITURES WITH BUDGET

	Budget For 12 Months	Actual Expenditures 4-24-43 Through 8-31-43	Balance of Budget Unspent
President's Office	$ 50.00	$	$
Recording Secretary's Office	25.00		
Treasurer's Office	25.00		
Executive Secretary's Office	300.00	151.36	
Executive Secretary's Travel	480.00		
Executive Committee's Meetings	200.00	135.24	
Publication and Mailing of Record	1,400.00	334.61	
District Meetings	225.00		
Salary of Executive Secretary	2,000.00	833.30	
Emergency Fund	100.00	136.23	
College Section	50.00		
High School Department	100.00	18.83	
Elementary Department	100.00	62.17	
High School Principals' Section	100.00		
Elementary Principals and Supervisors Section	100.00		
Home Economics Section	50.00		
Music Section	25.00	12.98	
Industrial Education Section	25.00		
Physical Education Section	25.00	25.00	
Library Section	25.00	25.00	
Adult Education Section	20.00		
Convention Expenses	350.00	492.82	
Gift—Inter-Racial Commission	50.00	50.00	
Gift—N. A. A. C. P.	50.00	50.00	
Gift—American Teachers' Association	25.00	25.00	
Gift—Association of Negro Life and History	25.00	25.00	
Gift—Oxford Orphanage	75.00	75.00	
TOTAL	$6,000.00	$2,452.54	$3,547.46

Membership Roll, 1942-1943

ANY ERRORS OR OMISSIONS WILL BE GLADLY CORRECTED

ALAMANCE COUNTY

Jordan-Sellars High School

C. J. Johnson, Principal; Miss C. L. Harrison, Miss M. P. Rhodes, Miss D. N. Lawson, Mrs. E. P. Johnson, Mrs. D. S. McKethan, Mrs S. L. McKethan, Mr. E. K. Mims, Mr. W. J. Fisher, Miss L. M. Washington, Miss H. T. Boykin, Miss V. W. Houston, Mrs. E. T. Perry, Mrs. M. P. Mitchell.

J. F. Gunn Elementary School

J. F. Gunn, Principal; Mrs. Minnie L. Walker, Mrs. Maggie Sellars, Miss W. O. Spellman, Mrs. Grace M. Whitted, Mrs. L. W. Snipes, Mrs. C. J. Johnson, Miss O. E. Diggs, Mrs. C. B. Siler, Mrs. J. D. Brown, Mrs. L. I. Sharpe, Mrs. J. F. Gunn, Mrs. R. Wilkins Dunlap, Miss E. N. Lively, Miss Virginia Anderson.

Alamance County Group

Dow Spaulding, Daniel O. Leatherberry, Percy D. Mitchell, Grace M. Thomas, Ruth D. Wilson, Zola Black, Eva R. Everett, Mrs. Zora K. Dillard, Mrs. Mabel H. Poole, Zadie L. Carter, Mrs. Geneva Ingram, Mrs. Maude H. Ivey, W. I. Morris, Gertha A. DeVane, Samuel L. Hopikins, Marion M. Leath, Mary Juanita Littlejohn, W. H. Whitted, Anna Louise Holloway, Jessie John Lanier, Gilberta Jeffries, Mrs. Madeline Turner, Mrs. Viola C. Morris, Lela E. Rumbley, Mrs. Augusta C. Lee, Thelma Scarlette, Juanita Day, Mrs. Maggie M. Harris, Mrs. Mary T. Glover, Ruby M. Turner, Mrs. L. E. Trollinger, Mary J. Long, Annie L. Saunders, Mrs. Plumer L. Foster, Mrs. Suella S. Hayes, Mrs. Bessie M. Gilmer, Dempsey Pettway, Martha L. Turner.

Mrs. Julia Pettway, Mrs. Alice J. Murray, Mrs. Dorothy M .Griffin, Mrs. Minnie N. Donnell, Rev. John W. Albright, Sallie B. Fitzgerald, Mrs. Clara C. Boyd, Minnetta V. Robinson, Mrs. Pearl Rogers, Mrs. Mabel Gant, Mrs. Merle McRae, Toye J. Albright, Mrs. Mary B. Richmond, Dorothy D. Holt, H. H. Faucette, Mrs. Mary J. Holt, Thomas R. Worth, Mrs. Fostena E. Keck, Mrs. Victoria Wade, Mrs. Annie P. Rogers, Mrs. Ava H. Wattlington, Eliza C. Holt, Mr.s Fannie Kirk, Mrs. Louise Somers, Annie B. Champion, Mrs. Margaret L. Daye, Sarah E. Inman, Mrs. Katrina D. Parker.

ANSON COUNTY

Anson County Training School

Rev. J. R. Faison, Principal; Mrs. F. L. Thomas, Mrs. S. M. Cowan, Mrs. A. B. Stewart, Miss Pauline Ingram, Miss E. G. Gaddy, Mrs. M. F. Dargan, Mrs. M. Crockett, Mrs. L. M. Leake, Mrs. C. C. Hooper, Mrs. R. B. Price, Mrs. M. A. Thomas:, Miss A. C. Pasour, Miss M. L. Thomas, Miss M. M. Dowdle, Mrs. M. Faison, Miss E. T. Graves, Miss M. M. Campbell, Mrs. D. A. Hammond, Mrs. F. F. McLaughlin, Mr. T. W. Bennett, Mr. L. M. Massey.

Polkton High School

Mr. R. B. Sinclair, Principal; Mrs. Annie Buffaloe, Mr. E. W. Dixon, Miss Carlotta Haywood, Mrs. Alice Hilliard, Mrs. Wylma James,

Mrs. Geneva Miller, Mrs. Inez Moss, Miss Hazel Pope, Mrs. Lena Smith Miss Dorothy Elliott.

Henry Grove High School

J. A. Justice, Principal; J. H. Rumph, Miss T. R. Worth, Mrs. O'Daniel, Miss E.V. Frye, Mrs. Lucas, Miss Baucum, Miss Sarah Bennett, Miss Deberry, Mrs. Spencer, Mrs. Capel, Miss Houser, Miss Bostic, Mrs. Adams, Miss Ham, Mrs. Massey, Miss Lindsey, Mrs. Rennick, Mrs. Richardson, Mrs Catherine Justice, Miss Dargan, Mrs. Ocean.

Morven School District

Morven High School

J. F. Mcrae, Principal; F. I. Quick, Mrs. Ida M. Jones, Miss Katherine Johnson, Miss Fonnie L. Powell, Mrs. Geneva Capel, Mrs. Era C. Young, Mrs. Vivian E. Boone.

Gatewood Elementary School

Mrs. Ola Flowers, Principal; Mrs. Annie Flowers, Miss Mary Porter.

White Pond School

Monroe E. Jackson, Principal; Mrs. Harriett L. Pratt, Miss Daisy Worth.

McFarlan School

C. Nathaniel Capel, Principal; Mrs. Mary L. McRae, Mrs. Katie Z. Greene.

Cairo School

K. D. Hough, Principal; Mrs. Flora C. Lewis, Miss Nannie M. Thompson.

Cool Spring School

Mrs. Annit C. Martin.

Anson County Group

Deep Creek High School

Mrs. Amanda Ingram, Mrs. Elizabeth Ledbetter, Mrs. Edna McManus, Mrs. Doretha C. Bennett, Mrs. Blanche O. Williams, Mrs. Ephania M. Williams, Miss Mary L. Morgan, Miss Mattie Richardson, Miss Harriet C. Little, Miss Helen B. Smith, Miss Carrie M. Watkins, Miss Lucile Crump, Miss Blanche G. Stewart, Mr. Wendell C. Morgan, Mr. J. C. Hillian, Miss Mattie R. Smith, Mrs. Rosa B. Little, Mr. George B. Williams, Principal.

BLADEN COUNTY

Spaulding-Monroe High School

C. M. McCall, Principal; Miss Virginia McLaurin, Mrs. O. N. Grant, Mrs. F. O. Jones, Miss Pennie Currie, Mrs. R. V. Simpson, Mrs. Mary C. Hays, Mrs. M. N. Simpson, Mrs. C. Aquilla McCall.

Bladen County Training School

Mr. J. W. Moore, Principal; Miss Mildred Jones, Mrs. Hattie T. South, Mrs. Dorothy Dunham, Miss Ida Westry, Miss Gertrude Dunham, Miss Margaret Corbett, Miss Ethel Lewis, Miss Olivia Sloan, Miss Marion Hollis, Miss Felice Sadgwar, Miss Helen Shipman, Miss Portia Taylor, Miss Lestine Martinez, Miss Helen Haews, Miss Cassie King, Mrs. Emma H. Brown, Miss Margaret Boykin, Mrs. Mary W. Finney, Mr. Fuller Williams, Mr. George Baughn, Mr. Paul L. Thomas, Mr. Jack W. Moore, Miss Juanita Graves,.

Booker T. Washington High School

Clarkton

Mr. C. J. Barber, Principal; Mrs. Badie Crenshaw, Mrs. Ethel Elliott, Mrs. Ruth Swindell, Mrs. Amelia Byers, Mrs. Alma Caviness, Mrs. Addie Williams, Miss Minnie Brown, Miss Marie Murchison, Mrs. Selena McNeill, Mrs. Pocahuntas Michael, Miss Freda Maye, Mr. John Spaulding, Mr. F. George Shipman, Mr. Leon Davenport, Miss Artie Johnson, Mrs. Mary Johnson, Mrs. Mary Barber, Miss Theresa Payne, Miss Smithy Sheridan, Miss Alma McCall, Mr. Alton Ellison, Miss Edith Dunham, Mrs. Naomi Prigden.

Mount Olive School

Miss Inez Richardson, Miss Ruth Allison, Mr. Clarence McDonald.

Hammond's Creek School

Mrs. Dorothy B. Shaw.

Brown's Creek School

Mrs. Corrie H. Cooper.

BEAUFORT COUNTY

Washington City High School

Mr. P. S. Jones, Principal; Mrs. Carrie Boyd, Miss Helen T. Wade, Miss O. V. Dunston, Miss Evelyn M. Evans, Miss Evelyn B. Faison, Miss Ethel Howard, Miss H. O. Cooper, Miss Thelma Taten, Mr. H. T. Tucker, Mrs. H. T. Tucker, Mr. W. M. Daniels, Jr., Miss Julia B. McIver, Mrs. Maude P. Beebe, Miss Alma Guess, Miss P. M. Gaston, Mr. J. F. Carter, Mrs. Della R. Whittington, Mr. Glover Hines, Mrs. Nora Dowdy, Miss Thelma Hodge, Miss Gladys Martin, Miss Edna Wimberly, Mrs. B. J. Eason, Mrs. E. C. Moseley, Miss Susie Paschall, Miss F. C. Smith, E. T. Knight.

Beaufort County Training School

Mr. M. Q. Wyche, Principal; Mrs. M. Q. Wyche, Mrs. Effie P. Barnes, Mrs. C. W. Johnson, Mrs. Georgia T. Bunch, Mrs. B. C. Maye, Mrs. Florence Keyes, Mrs. L. L. Whitley, Mrs. Gertrude Godley, Miss E. J. Peed, Miss Evelyn M. Jones, Miss E. H. Keene, Miss J. N. Godley, Mrs. Alta Moore, Mrs. Annie Farrow, Mrs. Georgia C. Forbes.

Beaufort County Group

Mrs. Julia B. Moore, Mrs. Julia L. Watts, Mrs. Clemmie Perkins, Mrs. Katie Bailey, Mrs. Nellie Prather, Miss Barbara Walker, Miss E. Louise Cooper, Mrs. Della Whittington.

BERTIE COUNTY

C. G. White High School

Mr. C. G. White, Principal; T. M. Garris, Mrs. C. G. White, Dorothy V. Newby, Marian S. Coleman, Janella H. Dennis, Martha L. Robinson, Mary E. Outlaw, Clara O. Yorke, J. R. Thomas, I. B. Brinkley, Pearl N. Young, Mary J. White, Lucille Brinkley, Ida F. Thomas, N. M. Garris, Clara M. Blount

County Group

Miss Floretta Pritchard.

Colerain Graded School

Rev. D. L. Simon, Principal; Miss Olga Mae Sharpe, Miss Karene Morris, Mrs. Mabel Morris, Mrs. Mabel Pritchard Wynn, Mrs. Flora E. Simons, Mrs. Mary Knight White.

BRUNSWICK COUNTY

Brunswick County Training School

Mr. Alvin C. Caviness, Principal; Mr. Rendall R. Howell, Mr. Alus Richardson, Mr. Andrew L. Scales, Mrs. Estelle Swain, Mrs. Eva V. Lee, Mrs. Mabel Morgan, Mrs. Cora L. Parker, Mrs. Florence Williams, Mrs. Janie Watkins Harrison, Miss Alberta B. Robinson, Miss Ruth M. Mills, Miss Catherine Marsby, Miss Rita Kell, Miss Etta Pearl Lee, Miss Alberta Lyona Roseboro.

Brunswick County Group

Miss Helen M. Stephens, Supervisor, Mr. E. Orland Gandy, Mrs. Alva B. Greene, Miss Lillie Mae Gore, Miss Hattye E. Willis, Mrs. Josie M. Greene, Miss Anna B. Brown, Miss Lenora Moore, Mrs. H. Geneva Dorsey, Mrs. Bertha McGill, Mrs. Beatrice Himes, Mr. Ernest Swain, Mrs. Retha H. Bryant, Mrs. Henry B. Greene, Miss Katherine Hall, Mrs. Louise W. Gore, Mrs. Bertha Berrye, Mrs. Dorothy Thorpe, Mrs. Hester Davis, Mr. Van Galloway, Mrs. Van Galloway, Mrs. Elizabeth Swain, Mrs. Olivia Morgan, Miss Maude Hankins, Miss Alice Gore, Miss Pearl Johnson, Miss Elizabeth Telfair, Miss Gertrude Gibbs, Mrs. Sallie Richardson, Mr. Ezra Lennon, Miss Irene Frink, Mrs. Jesse Monroe, Miss Blanche Miller, Mrs. Mattie B. Smith, Olivia H. Smith.

BUNCOMBE COUNTY

Stephens-Lee High School

Mr. F. A. Tolliver, Principal; Mrs. Constance Baker, Mrs. Lucile Burton, Mrs. Mary L. Bohanon, Mrs. Helen Butler, Mrs. Ruth C. Carolini, Mr. Vernon Cowan, Mr. John A. Dusenbury, Rev. C. A. Eddington, Mr. Lacy T. Haith, Mr. DeLaney Horne, Mrs. Clara M. Jordon, Miss Stella Jones, Mr. David Lenhardt, Mr. Madison Lennon, Miss Elnora Martin, Mrs. Willie O. Moore, Miss Anne Porter, Miss Bertha Ray Mrs. Ollie Reynolds, Miss Myrtle Rumbley, Mrs. Elnora Walker, Mr. Prince Wilson, Mrs. Missouri Wilson, Mrs. Dorothy Greer Smith.

Ashland Avenue School

Mrs. Rita H. Lee, Principal; Mrs. Ethel Canty, Mrs. Emily Carter, Mrs. Marie Gorman, Miss Lucy M. Harrison, Mrs. Laura Horne, Miss Mamie Howell, Miss Annabelle Logan, Mrs. Sadie D. Moore, Miss Beatrice Reinhardt, Miss Carrie Russell, Miss Felice Saxton, Mr. Edgar Tarpley.

Burton Street School

Mrs. Hattie Love, Principal; Mrs. Nellie Clinkscales, Mrs. Gertrude Jones, Mrs. Aileen Lippscombe.

Hill Street School

Mr. Paul Dusenbury, Principal; Mrs. Virginia Birchette, Miss Stone Bowman, Mrs. Vivian Cooper, Miss Dertha Darden, Mrs. Lillien Dusenbury, Mrs. Henrietta Goodwin, Mrs. Ella Hayes, Mrs. Lelia Michael, Miss Helen Patterson, Mrs. Gladys Pharr, Mrs. Lenora Reid.

Livingston Street School

Mr. A. S. Reynolds, Principal; Miss Laura Bynum, Mrs. Ruth J. Cannon, Miss Beatrice Chambers, Miss Catherine Chappelle, Miss Gladys Cowan, Miss Elizabeth Davis, Miss Janie Few, Mrs. Isma James, Miss Mamie Johnson, Mrs. Janet Kebe, Mrs. Cassie McDonald, Mrs. Juanita Weaver.

Mountain Street School

Mrs. Lucy Herring, Principal; Mrs. Ethel Daily, Mrs. Desiree Glover Mrs. Mary R. Hall, Mrs. Pearl Jordan, Mrs. Marie Martin, Mrs. Leona Owens, Mrs. Willie Robinson, Mrs. Lucile Shepard, Miss Catherine Slaughter, Mrs. Hattie Swan, Mrs. Thomasina White, Mrs. Ruby Young.

Allen Home School

Mrs. Isabell Jones, Mrs. Daisie Glenn, Leceister, School.

BURKE COUNTY

Olive Hill School

Mr. R. O. Johnson, Principal; Miss Louise Bell, Mrs. M. M. Corpening, Miss Jessie B. Dixon, Miss Edna P. Everett, Mrs. Charles S. Hamilton, Mrs. Izola R. Fleming, Mrs. Rovena F. O'Neil, Miss Icie Parks, Mrs. Willie Nance Patterson, Mrs. Kathleen H. Young, Mr. J. A. Arnold, Mr. John H. Carson, Mr. Caswell M. Carter.

CABARRUS COUNTY

County Unit

Miss Connie Peeler, Miss Marion E. Woods, Miss Mildred Miller, Miss Mary E. Scott, Mrs. Thelma Brown, Mrs. Annie E. Sanders, Miss M. Sanders, Miss Mildred Morris, Miss Frances Alexander, Mrs. Marguerite Evans, Mrs. Carrie Reid Pharr, Mrs. Marion D. Hodge, Mrs. Carrie Wilson.

Logan High School

Mr. E. L. James, Principal; Miss L. M. Spencer, Mrs. E. G. Brown, Mrs. L. D. Boger, Mrs. M. A. Phifer, Miss R. E. Blake, Mrs. M. M. Williams, Mrs. G. H. Douglas, Mrs. L. C. Hemphill, Mrs. L. J. Bost, Miss M. E. Banner, Mrs. A. E. Hayley, Mrs. E. B. Baucum, Mrs. R. N. Moore, Miss K. E. Jones, Miss F. M. Onqque, Mr. J. E. Boger, Miss C. E. Moore, Mrs. E. O. James, Mrs. E. S. Anderson, Mrs. B. N. Fowlkes, Mrs. M. W. Foster.

Geo. W. Carver High School

Kannapolis

Mr. L. M. Reid, Principal; Miss Lucille Dean, Mr. F. D. Duncan, Mrs. Effie Fisher, Mr. V. H. Foster, Miss Frances Hall, Mrs. Lucille Holland, Mrs. Elizabeth Johnson, Mrs. Malta Levi, Miss Eva McKinley, Mrs. Nettie Miller, Mrs. Hannah Reid, Miss Erma Staplefoot, Mrs. Ora Wesley, Miss Effie White, Miss Shirley Williams, Mrs. Margaret Willie, Mr. J. H. Woods.

CARTERET COUNTY

Beaufort High School

Mr. T. I. Long, Principal; Miss C. R. Boney, Miss E. B. Henderson, Mr. H. T. Vincent, Mr. A. E. Murrell, Miss W. E. Thomas, Miss H. M. Hawkins, Miss L. C. Long, Mrs. L. S. Lassiter, Mrs. B. S. Thomas.

Morehead City School

Mr. S. R. McLendon, Principal; Miss M. G. Brame, Miss M. J. Brown, Miss S. M. Sheppard, Miss Esther Lewis, Mrs. M. I. Haynes, Miss Sudoe Fennell, Mrs. E. D. Hill.

County Group

Mrs. Olive Davis, Miss Eva Matthewson, Mrs. Ethel Whittington, Mr. Luther Tillery.

CALDWELL COUNTY

Lenoir City Teachers

Mr. J. C. Spearman, Principal; Rev. F. D. Battle, Mr. C. F. Erwin, Mrs. Nettie Scott Newby, Miss Z. J. Pinkstone Mr. J. H. Jones

CASWELL COUNTY

County Group

Mrs. T. C. Beam, Supervisor, Mrs. [illegible] Dillard, Mrs. B. A. Benjamin, Miss G. [illegible] Brown, Mrs. W. M. McCallum, Miss C. [illegible] Price, Mrs.

M. L. Belton, Mr. J. E. Belton, Miss L. M. McCoy, Mr. N. L. Dillard, Mrs. F. K. Lanier, Miss Z. E. Belton, Miss L. L. Currie, Miss L. L. Gaddy, Miss S. F. Ferguson, Miss L. Wilmer, Miss C. E. Graves, Mrs. C. A. Turner, Mrs. S. M. L. Edgerton, Miss D. M. Bone, Mrs. O. M. King Mrs. E. W. Martin, Mrs. A. M. W. Scruggs, Miss J. Williamson, Miss H. L. Dillard, Miss S. H. Williamson, Mrs. C. A. Stanley, Mrs. E. A. Hunt, Rev. J. F. Holloway, Mrs. N. H. Geary, Mrs. J. D. Jones, Miss R. L. Hanes, Miss S. A. Archey, Miss C. Williamson, Miss A. C. Borden, Mrs. M. P. F. Wilson, Mr. W. Jules, Miss H. L. Jeffers, Miss D. L. Palmer, Mrs. E. M. Whitworth, Mrs. L. M. Whitlock, Mrs. A. B. Johnson, Miss N. B. Bigelow, Mrs. E. H. Smith Connelly, Mrs. O. D. Brown, Mrs. A. B. Browning, Mrs. S. B. Meador, Miss M. H. Jones, Miss L. Hill, Mrs. L. B. McMillan, Miss W. C. Carrington, Mrs. E. B. Wise, Mrs. C. P. Chambers.

Mrs. I. F. Simmons, Miss V. E. Belton, Mrs. V. L. Brown, Miss O. Graves, Mrs. G. G. Graves, Miss N. E. Evans, Miss M. E. Dobson, Mrs. M. W. Williams, Mrs. M. B. Shivers, Miss E. Jeffres, Mr. W. A. Bingham, Mr. J. C. Browning, Miss Katherine Robinson, Miss Wilhelmena Brown, Mrs. L. W. Davis, Miss Lucille Hartman, Mrs. M. B. Nance, Mrs. Dorothy Penn, Mrs. Viola Brown, Miss E. B. Vaughn, Miss L. McCullough, Mr. D. L. Lash, Mr. E. Jones, Miss L. Woodruff, Miss V. G. Pickard, Miss E. J. Stokes, Mrs. G. G. Bruce, Miss B. M. Hunt.

CATAWBA COUNTY

Ridgeview High School

Prof. A. W. Booker, Principal; Miss M. G. Belton, Miss A. E. Cox, Mr. E. T. Moore, Mrs. D. U. Moore, Miss K. D. Mitchell, Miss M. G. Poston, Miss D. Bennett, Mrs. M. S. Mitchell, Mrs. E. E. Anderson, Miss E. E. Anderson, Miss E. E. Howze, Mrs. F. M. Carson, Miss A. F. Jackson, Mrs. B. G. McKoy, Mrs. I. M. Deal, Miss J. R. Felton, Mrs. C. H. Booker, Mr. N. R. Brown, Mr. H. L. Faggett, Miss L. G. Ellis, Mrs. M. D. Kelsey.

Newton-Conover City School

Mr. T. H. Broome, Principal; Chas. H. McKinney, Sadie C. Flowers Lucille Hall, Francis Mayo, Estelle Waddell, Gladys Smyre, Fanny Headen, Pearl Williamson, Sarah Waddell.

County Group

Miss Martha I. Foster.

CHATHAM COUNTY

Goldston High School

Mr. W. H. McLaughlin, Principal; Mrs. Mozella McLaughlin, Mrs. Inease Wicker, Mrs. Alice McLaughlin, Mrs. Florence Little, Mrs. Robenia French, Mrs. Lessie Smith, Miss Lucy Waddell, Miss Annie Thompson, Miss Alpha Jerkins, Miss Luthenia Alston, Miss Mary Lash.

Haywood School

Mr. O. P. Foster, Principal; Miss L. M. Laster, Mrs Bertha S. Herndon, Miss Louise Durham.

Gum Springs School

Mrs. Bulah Clegg, Miss DeLois Edwards, Supervisor.

Chatham County Training School

Mr. A. S. Kennedy, Principal; Mr. E. S. Ramsey, Mr. J. D. Womble, Mr. Thelmer Siler, Mrs. C. A. Council, Mrs. G. R. Dowdy, Mrs. L. McN. Foust, Mrs. A. B. McCleave, Mrs. S. D. Peay, Mrs. R. H. Robinson, Miss V. P. Alston, Miss L. M. Gunter, Miss B. E. Joyner, Miss S. L. Marsh, Miss A. L. Marsh, Mrs. L. L. Foster (Sub.).

Horton High School

Mr. B. J. Lee, Principal; Mr. I. E. Taylor, Mr. J. D. Fisher, Mr. C. L. Powell, Mrs. L. C. Fisher, Mrs. C. T. Harris, Mrs. L. C. Baldwin, Mrs. F. P. Enzlow, Mrs. E. B. Artis, Mrs. C. E. Snipes, Miss T. E. Groves, Miss L. B. Powell, Miss D. L. Britt, Miss A. B. Harris, Miss O. M. Elliott.

CHOWAN COUNTY

Edenton High School

Mr. D. F. Walker, Principal; Mrs. A. B. Slade, Mrs. M. M. Tillett, Miss B. M. Capehart, Mrs. T. R. McClenny, Mrs. F. B. Badham, Mrs. E. D. Heritage, Mrs. S. L. Reeves, Miss E. E. Foreman, Miss W. E. Luton, Mr. B. F. Holley, Mrs. S. F. Wilson, Mrs. D. M. Walker, Miss Carolin K. Drake, Mr. B. C. Newsome, Miss J. Alece Knox.

Chowan County School

St. John's School

Rev. S. M. Griffith, Principal; Miss Laura J. Hawkins, Mrs. Sadie B. Hawkins, Mrs. Elizabeth L. Byrd.

Robert L. Vann High School

H. D. Cooper, Principal; Mrs. Virginia M. Hart, Mrs. Mildred N. Bond, Mrs. Dessie C. Weaver, Mrs. Dora A. Newsome, Mrs. Lelia B. Patterson, Mrs. Candace C. Holloman, Mrs. India E. White, Mrs. C. Arleen Gatling, Mrs. Irene N. Yeates, Mrs. Kathleen A. Ramsey, Mrs. Mamie S. Colson, Mrs. Cora Lewis Simmons, Mrs. Evelyn N. Faulcon, Mrs. Minnie H. Futrell, Miss Elouise K. Pierce, Miss Mildred J. White, Miss Geneva C. Brower, Mrs. Frances R. Hanger, J. W. Futrell, Mrs. Clarice H. Bizzelle, James E. Derr, Mrs. Addie L. Lawrence, Mrs. Amaza J. Reid, Miss Georgie E. Hall, J. L. Faulcon, Mrs. Maria Newsome.

Ahoskie District Schools

Miss Mollie O. Watson, Mrs. Irene Collins, Mrs. Agnes Weaver, Mrs. Sarah S. Vaughan, T. R. Hall, Mrs. Irabel B. Riddick, Mrs. Wray G. Robinson, Mrs. Dounia H. Taylor, Miss Arthalia Porter, Mrs. Ruth Lewis White, E. T. Gatling, Miss Agnes M. Sharpe, Mrs. Mary E. Sills, Mrs. Lillian Porter, Mrs. Marie J. Yeates.

CLEVELAND COUNTY

Cleveland County Unit

Miss L. S. Galbraith, Supervisor, Mrs. Mary S. Ball, Mrs Mittie Borders, Miss Vivian Caviness, Miss Susie Cooper, Mr. John Corry, Mrs. M. A. Croom, Mr. A. A. Curry, Mrs. L. B. Gibson, Mrs. Lillian C. Greene, Miss Lissie Hopper, Mrs. M. C. Howell, Mrs. Avies Lowery, Mrs. Bessie Pass, Rev. N. J. Pass, Miss Mattie Peeler, Miss Sara L. Ross, Miss Glendora Rudisill, Mrs. Floridi Smith, Mrs. Marion Q. Spikes, Mr. A. J. Taylor, Mrs. Beulah L. Thompson, Mrs. Hester W. Ward, Mrs. Duella Webb, Mrs. C. H. West, Mrs. Nevada Wilson.

Compact High School

Mr. L. L. Adams, Principal; Miss M. J. Falls, Mrs. S. V. Brown, Miss J. C. Surratte, Mr. H. H. Gidney, Miss A. R. Jamerson, Miss F. H. Welborne, Mrs. B. C. Taylor,, Mr. Wm. Haygood, Miss J. L. Crawford, Mr. M. L. Campbell.

Davidson High School

Miss M. L. Gidney, Miss J. M. Eaves, Mrs. J. E. Costner, Miss M. E. Smith.

Douglas High School

Dr. A. W. Foster, Principal; Miss Lula R. Walls, Miss Gaynell W. Harris, Mrs. Shiela W. Mack, Mr. Zoel Sylvester Hargrave, Jr., Mr. A. D. Belton, Miss Geneva G. Plair, Mrs. Louia O. Curreton, Miss Allie G. Harshaw, Mr. F. M. Pullen, Miss J. D. Battle.

COLUMBUS COUNTY

Chadburn High School

Mr. A. L. Williams, Principal; Miss Rosa L. Hurst, Mrs. M. M. Fuller.

East Arcadia High School

Mr. L. L. Ramseur, Principal; C. M. Smothers, W. R. Davis, M. J. Sellars, C. L. Finney, A. G. Evans, M. E. Beebe, C. M. Daniels, Carrie Shepard, W. R. Carter, D. L. Williams, M. J. Beebe, C. L. Wilkeson, C. H. McDowell, Mrs. Iris Davis.

Mount Olive High School

Whiteville

Mr. James E. Byers, Principal; Mr. Balaam T. Elliott, Mr. Woodrow W. Jacobs, Mrs. Mary G. Singleton, Miss Beatrice R. Martin, Mrs. Madeline B. Best, Mrs. Bernice S. Jacobs, Miss Dorothy L. Moore, Mrs. Emma T. Powell, Mrs. Mattie T. Hairston, Mrs. Orbina M. Bussey, Miss Glenora C. Hankins, Miss Victoria A. Lewis, Mr. John A. Spaulding.

CRAVEN COUNTY

West Street School

Prof. J. T. Barber, Principal; Mrs. E. M. Powell, Miss Virginia Harris, Mrs. C. E. O'Hara, Miss Willie J. Cordon, Mrs. M. B. Lewis, Mrs. Ruth B. Houston, Miss A. G. Scales, Miss Amanda I. White, Mrs. G. L. Redding, Miss Mary V. Turner, Mrs. Janara W. Jones, Mrs. Simonetta J. Pickett, Mrs. Mary B. Perkins, Mr. F. R. Danyus, Mr. R. W. Boley, Mrs. B. L. Rivers, Mr. E. N. Bell, Mrs. Mary B. Danyus, Mr. Julian L. Carrington, Miss E. E. Buchanan, Miss Lillie M. Jennings, Mrs. N. D. Evans, Mrs. A. F. Booker, Mrs. M. B. Styron, Miss E. C. Mials, Mrs. M. R. McIver, Miss Mary Dent. Mrs. Mildred G. Wright, Mrs. Nan W. Scott, Mrs. Willie G. Mumford, Mrs. Eva Gibbs Adams, Mrs. Magdeline W. Cooke, Mrs. L. D. Young, Mrs. Lauretta B. Smith, Mrs. C. R. Fisher, Miss A. DeVane.

Newbold Training School, Dover

Mr. W. H. Watson, Principal; Miss M. L. Barber, Miss G. Best, Miss N. B. Cutler, Mr. J. O. Daniels, Miss H. M. Jackson, Mrs. J. H. Johnson, Miss M. L. Jones, Mr. S. B. Lloyd, Mrs. P. M. Powers, Mrs. M. P. Pugh, Mr. L. R. Redden, Miss C. M. Roach, Mrs. N. W. Ryder, Miss E. M. White, Mrs. B. L. Williams.

Craven County Unit

Mrs. Clara D. Mann, Supervisor; Miss Tamar Smith, Mrs. Mary Brown, Miss Ruby Sanders, Mrs. Ethel Moye, Miss Esther Grangeer, Mrs. Martha Butler, Mrs. Elizabeth White, Miss Bessie Cox, Miss Mary Roberts, Miss Charlotte Johnson, Miss Pearcy M. Gibbs, Mrs. Julia Bynum, Miss Juliette Gibbs, Miss Gona Mae Ventris, Mrs. Mary Wynn, Miss Matilda Godette, Miss Winnie Cobb Page, Mr. Philip Lee, Mrs. Rebecca Davis, Mrs. Mary Smith, Mr. T. L. Bynum, Miss P. B. Hawkins, Mrs. Rosa Hill, Mrs. Emma Williams, Mrs. N. L. Martin, Miss Louise Blaknel, Mr. A. D. Smith, Miss Martha Chapman, Miss Ethel Barber, Miss Janie V. Jackson, Mrs. Harriet Lawrence, Mrs. Mary Boley, Mrs. Edna K. Tucker, Mrs. Ernestine Fortune, Mrs. Carrie Keys Wise, Miss Annie Walker, Miss Annie Holloway, Mrs. Ollie B. King, Mrs. Kathleen Martin.

CUMBERLAND COUNTY

Orange Street School

Mr. Nathaniel Royal, Principal; Mrs. Malissa McNeil Brice, Mrs. Vidi R. Branche, Miss Julia C. Ellott, Mrs. Rachel Simpson, Mrs. Lena P. Henderson, Mrs. Beulah V. Melchor, Mrs. Margarett Walker.

Nursery School Teachers

Mrs. M. S. Walker, Mrs. Odell Richardson, Miss C. A. Smith, Mrs. Margaret Robinson.

Fayetteville State Teachers College

President, J. W. Seabrook; Mr. H. A. Black, Mrs. J. R. Boutte, Mrs. L. L. Boykin, Miss M. L. Brown, Mrs. T. L. Byers, Miss M. J. Chavis, Mr. J. E. Coppage, Mr. J. H. Douglas, Mr. J. W. Freeman, Mrs. G. P. Feggans, Mrs. L .V. Frye, Mr. H. M. L. James, Mr. W. S. Maize Miss E. L. Murphy, Mr. J. B. MacRae, Mr. F. H. McDuffie, Mr. J. W. Parker, Mrs. M. B. Rhodes, Mr. L. H. Robinson, Mr. J. B. Scott, Mrs. M. J. Seabrook, Mr. E. D. Sheen, Miss R. C. Stuart, Miss M. E. Terry, Miss N. M. Travis.

Newbold Training School

Mr. N. R. Dixon, Acting Principal; Mrs. K. V. Barnhill, Mrs. Lillie Mae Brown, Mrs. C. B. Colon, Mrs. E. A. Cooper, Mrs. F. D. Dennis, Miss F. P. Eaton, Mrs. V. S. Haithman, Miss H. A. Hucles, Miss E. G. Jervay, Miss E. V. McIver, Mrs. M. F. Miller, Miss C. L. Smith, Miss M. A. Smith, Miss J. H. Williams.

Ann Chestnutt High School

Mr. E. A. Armstrong, Principal; Miss Inez Ferguson, Miss Rita Taylor, Mrs. Mae Forney, Miss C. V. Pettiford, Mr. Elbert Pettiford, Mrs. T. J. Ware, Mrs. V. E. Hodges.

Edward Evans School

Miss Selina Melvin, Principal; Mrs. Amelia P. Avent, Mrs. Emily McMillan, Mrs. Juanita C. Lewis, Mrs. Bertha Anders Bridges, Miss Lessie O. Baldwin, Miss Francis Williams, Miss Alice T. Elliott, Mrs. Emile Parker, Mrs. Madeline J. Black, Mr. Henry C. Johnson.

E. E. Smith High School

Mr. E. E. Miller, Principal; Mr. W. H. Brandon, Mrs. I. C. Fowler, Miss F. M. Hayes, Miss C. L. Holden, Miss A. T. Irvine, Mr. R. D. Moore, Jr., Mr. W. Edward Murphy, Mrs. A. G. O'Marsh, Miss M. E. Penn, Mr. J. O. Stroud, Miss M. E. Tynes.

Armstrong High School

Miss Nettie F. McNeill, Mr. Edward Baird, Mr. Jerry Hollingsworth, Mrs. Mary P. Robinson, Mrs. Annie B. Oldham, Miss Hilda Cheek, Miss Annetta J. Leak, Mr. J. H. Lewis, Jr.

Cumberland County Unit

Mrs. Katie Webb, Miss Leola Smith, Mrs. Eliza Ray, Mrs. J. G. Bugg, Mrs. Emily Perry, Mrs. Carrie G. Lamb, Mrs. Lucille Ray, Miss Irene Jordan, Miss Mary A. McMillan, Mrs. Ethel Raiford, Mrs. Marie Hollingsworth, Mrs. Nettie McDonald, Miss Gladys Treadwell, Miss Anna McMillan, Mrs. Ernestine Williams, Mrs. Meta Evans, Mrs. Naomi Humphrey, Miss Eldria King, Mrs. Amy McM. Jeralds, Miss Sara Chestnutt, Miss Marion Hodges, Mrs. D. A. Williams, Mrs. Bertha Gillis, Mrs. Irene Montague, Mrs. Nannie Gill, Mr. Jerry Hollingsworth, Mrs. Pinkey McMillan, Mrs. E. W. Maize, Mr. W. Clifford Bland, Mrs. Theresa J. Ware, Mrs. Eugenia J. Scott, Mrs. L. C. Coppage, Miss Eva M. Slater, Mrs. Chloiena Harring, Miss Alvenia Wooten, Mrs. Vana S. Barnes, Mrs. Eunice Sherman, Mrs. Ruth Long, Mrs. E. R. DeVane.

Mrs. Sallie J. Thigpen, Mrs. Annie M. Evans, Mr. Elmer P. McMillan, Mrs. Magoba Adams, Mrs. Christine Smith, Mrs. Ernestine Smith, Mrs. Retha Manley, Mrs. Carrie L. Simon, Mrs. Martha J. Andrews, Mrs. Laura Mitchell, Mrs. Bertha Stephens, Miss Lena Wood, Mr. Rosco C. Simmons, Miss Ethelind Smith, Miss Minnie McLaughlin, Mrs. Thelma Avent, Miss Louise Lockamy, Mrs. Louretta Wood, Mr. J. Franklin Drake, Mrs. J. Franklin Drake, Mrs. Henrietta Moore, Mrs. Mattie Clark, Mrs. Pearl German, Mrs. Meta Evans, Miss Velna McNatt, Mr. William McGuire, Mr. W. J. Bowser, Miss Lucretia Williams, Miss Margaret McKoy, Mrs. Charlotte Pettiford, Miss Susie Evans, Mrs. Ida Murchison, Miss Virginia Hodges, Mrs. Inez Beaufort, Mr. Elbert E. Pettiford, Mrs. W. K. Smith, Mrs. J. G. Smith.

CURRITUCK COUNTY

Miss Estella D. Diggs, Miss Cleopatra, J. Wilson, Mrs. Almeta D. Hare, Mrs. Judy P. Johnson, Mrs. Inez E. Bolden, Mr. George R. Jordan, Miss Minnie Lofton Flood, Mrs. Alice B. Brown, Supervisor.

DAVIDSON COUNTY

Midway School

Miss Alice Brindle, Mrs. Charlotte G. Hall, Mrs, Marjorie Muldrow, Rev. H. N. Sullivan.

Petersville School

Miss Flocene Dixon, Miss Frances Farrington.

Reedy Creek

Mrs. Nellie Roane.

Southmount

Rev. A. T. Evans, Mrs. Willie Mae Evans.

Church Street School, Thomasville

Miss Parker, Miss McLean.

Union Chapel

Miss Maymie O. Sullivan.

DUPLIN COUNTY

P. E. Williams, President, County Association; Mrs. Mamie L. Turner, Supervisor; Mrs. M. D. Stanford, Rev. D. C. Blue, Mr. C. G. McKoy, Miss M. L. Smith, Mrs. Willie N. McKoy, Mrs. Rossie Blacknore, Miss Taritha Middleton, Mrs. Marie A. Monk, Mrs. Sudie Stackhouse, Mrs. Maggie S. Stokes, Miss Lillie B. Hall, Mrs. B. Brewington, Miss A. M. Kenion, Miss E. W. Pearce, Mrs. Leila L. Gay, Rev. M. S. Branch, Mrs. I. M. Branch, Mrs. T. E. Lennon, Mrs. T. E. Davis, Miss N. Wright, Miss Erma Creecy, Mrs. Annie J. Wells, Miss N. G. Cooper, Mrs. M. E. Smith, Miss S. L. Kornegay, Mr. W. E. Smith, Miss Thelma Faison, Mrs. Chornia Hill, Mr. J. T. E. Normile, Mrs. J. M. Normile, Mr. W. N. Howard, Mrs. M. J. Chamlers, Mrs. M. C. Thompson, Mrs. E. V. Everett, Mrs. Laura B. Ware, Miss Cornelia Best, Miss N. A. Armwood, Mrs. F. Levingston, Mrs. Hattie Royal, Mrs. C. A. Boney Mrs. Tabitha Stevens, Mrs. Fannie B. Smith, Mrs. Lucy C. W. Manley, Miss L. B. Frederick, Mr. R. A. Merritt.

Miss B. L. Beaty, Mrs. M. J. Branch, Mrs. L. M. Farrior, Miss Evelyn Henry, Miss Mollie Smith, Miss Daisy Brinson, Miss Veressie Williams, Miss B. M. Moore, Mr. J. B. Dafford, Miss Lola Baggett, Mr. R. J. Byrd, Mrs. D. W. Truzerls, Mr. Bernard Boney, Mrs. L. D. Johnson, Mrs. G. R. Wright, Mr. Whitted Williams, Miss L. M. Branche, Miss M. E. Williams, Miss D. V. Hall, Mrs. Lucile Davis, Mr. C. W. Dobbins, Miss V. Savage, Mr. McKoy Barnes, Mr. Charles Chalmers, Miss J. V. Summersett, Miss A. L. Thompson, Mrs. E. M. Boney, Mrs. I. B. McGowan, Mrs. M. N. Pierce, Miss C. Closson, Mr. Francis Larkins, Mrs. F. K. Williams, Mrs. E. W. Robinson, Mrs. B. M. Kornegay, Miss Lovie Swinson, Mr. W. F. Johnson, Miss Ethel Harris, Miss Mollie Cooper, Mrs. Carrie B. Batts, Mrs. B. L. Larkins, Miss Othell Faison, Mrs. L. D. Johnson, Mrs. H. R. Dobbins, Mrs. R. H. Smith, Mrs. M. J. Boney, Mrs. Narcissus Wells, Mr. F. H. Murray, Miss O. M. Best, Mrs. D. L. Frazier, Mrs. P. L. Graham, Mrs. I. A. Williams, Mr. J. H. Draughton, Mr. J. C. Walter, Mr. A. O. Williams, Mrs. E. M. Larkins, Miss Allie L. Carlton, Miss F. R. Everett.

DURHAM COUNTY

North Carolina College for Negroes

Dr. J. E. Shepard, President; Mr. C. C. Amey, Miss V. M. Brooks, Miss E. M. Cordice, Mrs. L. M. Davis, Miss D. S. Dent, Mrs. F. M. Eagleson, Mrs. C. R. Edwards, Dr. A. Elder, Miss A. Elps, Dr. A. Heningburg, Mr. C. L. Holmes, Mrs. E. Hopps, Rev. J. N. Hughley, Mrs. R. G. Irving, Mrs. L. F. James, Mrs. N. H. Jones, Mrs. L. P. Kimble, Dr. L. H. Knox, Dr. J. S. Lee, Miss D. L. Lightner, Dr. E. M. Manasse, Mrs. D. S. Manley, Mr. R. L. McDougald, Mr. D. E. Moore, Miss P. F. Newton, Mr. I. B. Oglesby, Mrs. H. B. Owens, Dr. W. H. Robinson, Miss R. G. Rush, Miss M. A. Shepard, Dr. L. R. Swift, Mr. J. T. Taylor, Mr. A. L. Turner, Mr. B. C. Turner, Miss P. R. Watson, Mrs. C. L. Wilson, Mr. C. T. Willis, Miss S. A. Holloway, Dr. J. H. Taylor, Mr. C. Alston, Mrs. A. P. Washington.

Durham City Schools

James A. Whitted School

Dr. G. A. Edwards, Principal; Mr. William Allen, Mrs. M. W. Alston, Mrs. N. L. Baldwin, Mrs. E. T. Bradshaw, Mrs. I. H. Bryant, Mrs. M. W. Gilmer, Mrs. L. J. Hancock, Mrs. B. W. Jones, Mrs. H. S. Kenney, Mrs. E. H. Marshall, Mrs. G. C. Massey, Mrs. A. W. Morris, Mrs. M. L. Newby, Mrs. F. G. Robinson, Miss S. J. Pratt, Miss Gladys Roberson, Miss H. Wilson, Miss C. S. Young.

East End School

F. D. Marshall, Principal; Miss W. R. Blue, Mr. W. L. Bradsher, Mrs. M. H. Brewington, Mrs. E. R. French, Mrs. I. M. Harden, Mrs. R. D. Holloway, Miss E. D. Leathers, Miss J. E. Lewis, Mrs. A. W. Mayer, Miss B. B. Meadows, Mrs. M. G. Nance, Mrs. P. W. Payne, Mrs. C. C. Pemberton, Miss E. F. Perry, Mrs. E. H. Plummer, Mr. F. G. Sowell, Mrs. P. W. Watkins.

Pearson School

N. A. Cheek, Principal; Miss S. E. Christmas, Mrs. N. G. Cooper, Mrs. C. T. Davidson, Mrs. M. O. Lee, Miss H. M. Jenkins, Mrs. A. M. Pearson, Miss J. F. Durham, Mrs. N. W. Thorpe, Miss J. C. Lynch, Miss L. A. Royster, Mrs. P. Parker, Miss B. L. Foster, Mrs. M. E. Trice, Mrs. E. W. Turner, Miss M. E. Stephens, Miss B. L. McKelvey, Mrs. B. S. Bailey, Mrs. A. W. Payne, Mrs. B. A. Reaves, Miss F. W. Dunston, Miss S. H. Cannady, Mrs. G. R. Cheek, Mrs. N. Johnson, Mrs. B. S. White, Mrs. M. W. Saunders, Mrs. E. I. Morrison, Mrs. P. H. Cordice, Mrs M. W. Amey, Mrs. D. M. Norris, Mr. H. M. Whitted, Mr. A. Kirby, Mrs. J. M. Wheeler, Mrs. E. W. Butler, Mrs. E. R. Hubbard.

Hillside Park High School

Wm. McElrath, Principal; Mr. J. E. Peele, Miss Adelle Ferguson, Mrs. M. M. Hill, Mrs. D. C. Reaves, Mr. Robert Tate, Mr. T. A. Parker, Miss Jessie Mae Diggs, Miss P. Sharpe, Mrs. Reba Ransom, Mrs. M. A. Mabry, Mrs. M. P. Turner, Miss R. B. Pratt, Mr. N. R. Nance, Mrs. M. S. Dooms, Miss M. L. Fisher, Mrs. Elizabeth Herndon, Mr. A. B. Massey, Miss Geneva Richardson, Miss Naomi McLean, Mrs. K. C. Thomas, Mrs. A. S. Mitchell, Mr. A. M. Coward, Mr. C. G. Mabry, Mr. William Hill, Mr. B. F. Page, Mrs. M. B. Spaulding, Miss C. E. Pearson, Mrs. V. S. Willis, Miss T. Claggett, Mr. W. M. Grandy, Miss Virgie L. Jones.

Walltown School

Mrs. Cora T. Russell, Principal; Miss G. V. Greene, Miss Eddye B. Hicks, Mrs. L. S. Jackson, Miss Cleo M. Russell, Mrs. L. F. Wray.

Lyon Park School

J. M. Schooler, Principal; Mrs. D. A. Artis, Miss M. E. Cotten, Mrs. P. F. Dame, Miss A. M. Faulk, Miss R. B. Grissom, Mr. H. A. Hill, Mrs. C. R. Holmes, Mrs. E. L. Kennedy, Miss G. L. Lambeth, Mrs. B. E. McLaurin, Miss M. L. Stephens, Mrs. C. S. Stroud.

Burton School

Mr. F. G. Burnett, Principal; Mrs. M. A. Watson, Miss S. L. Warren, Mrs. G. D. Whitted, Miss L. A. Shaw, Mrs. E. B. Pratt, Mr. E. E. Cannady, Miss A. M. Dunigan.

Durham County Group

Dr. J. Lee White, Mrs. Rosetta B. Webb, Martha H. Williams, Madge T. Hargrove, Mr. F. D. Curry, Miss Madge T. Holman, Mrs. Pearl L. George, Mr. E. F. Hill, Mr. L. R. Johnson, Mrs. Virginia L. Eason, Mrs. Marian B. Warren, Mrs. Leona L. Smith, Mrs. Gertrude R. Hankins, Mrs. Gladys A. Dawkins, Mrs. Pearlie C. Swann, Mrs. Addie C. Gatewood, Mrs. Helen R. Whitted, Mrs. Essie S. Curry, Mr. C. B. Nixon, Miss Nannie R. Burnette, Miss Jochebed Christmas, Mrs. Minerava W. Evans, Mr. J. L. Moffitt, Mrs. Maris C. Moffitt, Mrs. Gertrude E. Taylor, Mrs. Gladys H. McNeil, Mrs. Mamie G. Dawson, Mrs. Laura Parker, Mrs. Sallie E. Harris, Mrs. Rosa B. Branch, Mrs. Lola H. Solice, Mrs. Lucille P. King, Miss Lillie M. Rogers, Mr. William Battle, Mrs. Madge L. Turner, Mrs. Gladys H. Rhodes, Mrs. Loraine G. Thorpe, Miss Sarah M. Horry, Miss Lavinia Wilson, Mrs. Annie L. Smith, Mr. J. W. Davidson, Mrs. Essell D. Dunlap, Mrs. Lina Faison, Mrs. Nonie P. Johnson, Mrs. Margaret C. Allen, Mrs. Dora Atwater, Mrs. Augusta M. Rogers, Mrs. Maude T. Sowell, Mrs. Stella Alston, Miss Celestia Harris, Mrs. Claudia Hudson, Mrs. M. McElrath, Prof. T. R. Webber.

EDGECOMBE COUNTY

Tarboro Local Unit

W. A. Patillo, Principal; Miss Lois M. McNeill, Miss Mabel V. Weaver, Mrs. Helen T. Parker, Miss S. E. Matthewson, Mrs. Beatrice G. Burnett, Miss Laura R. Hammonds, Mrs. Edna O. Jones, Mrs. Reba M. Little, Mrs. S. V. Brown, Mrs. S. Jean Patillo, Mrs. Pearl W. Bennett,, Mrs. Lulalia S. Lewis, Mrs. Ruth M. Garnes, Miss Ruby A. Graves, Mrs. M. G. Woodley, Miss Helen A. Walston, Mrs. Mamie F. Forrest, Mrs. Corrine C. Lassiter, Miss Mary J. Pitt, Mrs. LucyLucy M. Dunn, Miss Fannie O. Bridgers, Miss Eula M. Bryan, Mrs. Ella W. James, Mr. Kelly W. Bryant, Mrs. Nannie W. Bryant, Miss Catherine Anthony Mrs. Willie F. Jones, Miss C. Delon Braswell, Mrs. Janie M. Pettaway, Mrs. Mabel J. Brown.

EDGECOMBE-NASH COUNTIES

Rocky Mount City Schools

Anna W. Holland School

Boyd L. Ancrum, Principal; Mrs. L. Y. Brown, Mrs. Mable C. Williams, Mrs. Lossie Cradle, Mrs. Lucile B. Davis, Miss Martha Evans, Mrs. Lena Daves, Mrs. Julia P. Wright, Mrs. Mary R. Wimberley, Mrs. Lillian Thigpen, Mrs. Lillian S. Pittman, Mrs. Clementine Riggsbee, Mrs. Lillian Reeves, Miss Mary C. Porter.

O. R. Pope School

Mr. Walter G. Byers, Principal; Mrs. Gladys W. White, Mrs. Mary L. Backus, Mrs. Annie W. Battle, Mrs. Ila K. Bellamy, Mrs. Mattie S. Bowen, Mrs. Nannie Gaynor, Mrs. Addie Grant, Mrs. Susie Hagans, Miss Minnie R. Lawrence, Mrs. Sarah Leonard, Miss Gladys Merritt Miss Lizzie Pittman, Mrs. Theresa Pittman, Mrs. Lucy Prigden, Mrs. Martha B. Townsend.

Lincoln School

C. T. Edwards, Principal; Mrs. Ella Allen, Mrs. Annie D. Armstrong, Mrs. C. A. Battle, Miss Betty Brown, Mr. Alexander Bryant, Mrs. Nettie Drake, Miss A. K. Flourney, Miss Mary Lane, Miss Ethel Lucas, Mrs. Mary McKoy, Mrs. Corlease F. Morgan, Miss Vinie O. Murray, Mrs. Annie W. Neville, Mrs. Helen C. Redding, Mrs. Ruth E. Spencer, Mrs. Fannie L. Taylor, Mrs. Georgia P. Walker.

Booker T. Washington High School

O. R. Pope, Supervising Principal; Mrs. Anyce Arrington, Miss Anna Brown, Miss Johnnie Bynum, Mrs. Ernestine Davie, Miss Onelia Davis, Miss Onelia Davis, Mrs. E. R. Hawkins, James Johnson, Mrs. W. L. Lassiter, Alonzo Lord, Miss L. P. Turner, Mrs. E. R. Tweedy, Miss P. A. Whitley, Miss Ethel Wyche, Miss Farra Young, Chas. T. Higgs, Mrs. Madie R. Norman, R. D. Armstrong, Mrs. B. C. Williams, Mrs. Beatrice Underwood.

Carver High School

C. M. Carraway, Principal; S. E. Small, P. E. Perry, D. B. Gilliam, E. B. Graves, R. H. Pitt, J. R. Walker, E. L. Pailin, T. M. Wilkins, Miss Emily Earl.

FORSYTH COUNTY

Winston-Salem Teachers College

President F. L. Atkins, Mr. J. A. Atkins, Mr. C. L. Johnson, Mrs. Frances R. Coble, Mr. A. I. Terrell, Dr. L. A. Boyd, Mr. T. J. Brown, Miss Florence T. Butler, Mr. H. L. Clark, Mr. E. A. Cox, Mr. W. F. Butler, Mr. J. P. Diggs, Mr. J. A. Dillard, Miss Eva L. Frazer, Mr. G. A. Hall, Mrs. Fannie S. Holmes, Mr. J. W. Holmes, Miss Elva V. James, Mrs. Daisy F. Lawson, Mr. C. J. Parker, Dr. A. H. Ray, Miss Remitha M. Spurlock, Miss Hortense T. Temple, Mr. H. K. Wilson, Mr. J. H. Wortham, Mrs. Isadore C. Kearse, Miss Thelma L. Spaulding, Miss Martha L. Splawn, Miss Glossie M. Johnson, Miss Evelyn L. Dorsey, Miss C. Beatrice Moore, Miss Rachel E. Diggs, Miss Catherine L. Durham, Miss Gertrude E. Gravely, Mr. T. R. Hunt, Mr. M. M. Hauser, Miss Lillie M. Davis, Reverend Thomas Kilgore Miss Mamie Batchelor, Mrs. Martha S. Atkins.

Fourteenth Street School

U. S. Reynolds, Principal; Miss Janie L. Adams, Mr. Delbert H. Banks, Miss Irma Lee Banks, Mrs. Florence L. Closson, Miss Inez Devane, Mrs. Essie O. Donohue, Miss Elizabeth Duncan, Miss Mamie B. Faithful, Mrs. Esther B. Fountain, Miss Zetta K. Gabriel, Mrs. Hazel Garrett, Mrs. Ella D. Haith, Mrs. Eleanor G. Hall, Miss Bessie Harrod, Mrs. Viola Haysbert, Mrs. Edith Hammond, Mrs. Augusta T. Jeffers, Mrs. Gertrude T. Jeffers, Mrs. Mary L. Jeffreys, Miss Doris J. Jenkins, Mrs. Nanie S. Johnson, Mrs. Esther R. Lassiter, Mrs. Agnes M. Lee, Miss Viola M. McKnight, Miss Ida Mae Mauney, Miss Etta Mae Melton, Mrs. Willia H. Michael, Miss Piccola L. Morrow, Miss Glennie C. Miller, Mr. Ackneil M. Muldrow, Miss Rose B. O'Kelly, Miss Eva R. Patterson, Miss Minnie E. Patterson, Mrs. Juanita S. Penn, Mrs. Arneize Q. Ramseur, Miss Myra A. Rosemon, Miss Ella Belle Shears, Mrs. Sallie L. Simms, Mrs. Josie B. Simmons, Mrs. Lizette Staplefoot, Miss Curlie Lee Walls, Mrs. Evelyn C. West, Miss Hazel E. Ransom.

Woodland Avenue School

Mr. J. D. Ashley, Principal; Mrs. Eliza Bingham, Miss Eunice Burrell, Miss E. Faye Cash, Mrs. Margratha Haith, Miss Alma Hight, Miss Laura Hooper, Miss Ophelia Howell Mrs. Nora L. Lewis, Mrs. Mary McCurry, Miss Mavis Osborne, Mrs. Maude L. Pitts, Miss Eugenia Powers, Mrs. Birdie G. Robinson, Mrs. Nannie L. Taylor, Mrs. Gertrude Tonkins, Miss Lucille Wesley.

Kimberly Park School

Mr. A. H. Anderson, Mrs. L. Maude Anderson, Mrs. Vera T. Banks, Elizabeth D. Brown,, Mrs. Marie S. Burns, Mrs. Sadie Claybon, Mrs. Gwendolyn S. Crawford, Mrs. Valia Cromwell, Mrs. Otha P .Emerson, Miss Octavia Ford, Miss Elizabeth Greene, Miss Hattie C. Gray, Mrs. Rita S. Harris, Mr. Regisnald S. Hayes, Miss Alma R. Hendricks, Miss Helen Holland, Miss Gwendolyn M. Jordan, Miss Louise M. Lewis, Mrs. Ruth B. Lewis, Mrs. Viola C. McLean, Mrs. Douschka, O. Penn, Miss Ruthie L. Peoples, Miss

Marion B. Pitts, Mr. W. E. Pitts, Mrs. Sevy W. Powell, Mrs. Edna C. Revels. Miss Alma E. Setzer, Miss Lucy C. Sheffey, Mrs. Bernice P. Spainhour, Miss Susie N. Speight, Mrs. Willa Truesdale, Miss Sarah L. Vaughn, Miss Beatrice Watts, Mrs. Mabel L. Wooten.

Columbia Heights Elementary School

Mr. A. B. Reynolds, Principal; Mrs. W. P. Bridgett, Miss E. L. Carter, Mr. L. A. Cook, Miss A. M. Cooke, Miss M. L. Dixon, Mrs. I. B. Ellis, Mrs. E. D. Fitch, Miss C. A. Foote, Mr. L. B. Greene, Mrs. M. B. Grier, Miss D. B. Hairston, Miss D. C. Hayes, Miss M. B. Lancaster, Miss E. M. Neal, Miss P. A. Neal, Miss C. L. Owens, Miss M. M. Shaw, Mrs. E. G. Simpson, Mrs. M. P. Weems, Miss E. L. Wentz, Mrs. E. S. Williams.

Columbian Heights Primary School

Mrs. Lillian B. Williams, Principal; Miss M. L. Allen, Mrs. E. E. Dillahunt, Miss Edmonia Duffey, Miss Erma Jones, Mrs. H. Willie Kennedy, Miss Maria Lewis, Mrs. Belle D. McCorkle, Mrs. Sara S. Oliver, Mrs. Irene L. Pannell, Mrs. Vera P. Sadler, Miss Evelyn Spencer, Miss Sara Thigpen, Mrs. Lottie G. Wilkins, Miss Lauramer Williams.

Carver High School

E. E. Hill, Principal; Mrs. G. H. Ashley, Mr. E. E. Balsley, Mrs. G. H. Fitch, Mrs. F. S. Russell, Mr W. E. Henderson, Mrs. Ruby Rosemond, Miss Geraldine Blackshear, Mr. Herman Scales, Mr. Hoyte Coble.

Forsyth County Group

Mr. Ralph Yokely, Mrs. Catherine McClary, Mrs. Cassie Oliver, Miss Lethia M. Shaw, Mrs. Mary Scales, Miss Helen Deberry.

FRANKLIN COUNTY

Franklin County Training School

Miss Readie R. Harris, Miss Camilla Alston, Mrs. L. E. Dunn, Miss Lucy S. Bradshaw, Rev. A. G. Coley, Mrs. C. C. Conway, Miss M. P. Ellison, Mr. C. A. Harris, Miss M. L. Hill, Mrs. E. Fuller Johnson, Mrs. M. L. P. Johnson, Mrs. M. Leonard, Miss M. R. Littlejohn, Miss C. E. McKnight, Mrs. M. B. Payton, Miss M. R. Perrin, Miss F. L. Spearman, Miss E. M. Syms, Miss M. L. White, Miss G. J. Yarbourough, Miss Osia L. Yarborough, Miss S. E. Yarborough, Mrs. Lucy S. Yarborough.

Albion Academy

J. P. Mangrum, Principal; Mrs. Buretta L. Mangrum, Mrs. Brucie H. Greene, Miss Alberta O. Haywood, Mrs. Q. E. D. Hawkins, Mrs. Annie M. Campbell, Robert T. Young.

B. F. Person Graded School

Mrs. Carrie S. Hawkins, Principal; Mrs. Daisy V. Long, Mrs. Hattie B. Cooke, Mrs. Eleanor R. Green, Mrs. Mattie McCrimmon, Mrs. A. W. King.

Franklin County Group

J. L. Strickland, Inez Thomas, Mamye J. Hawkins, Rev. E. L. Brodie, Mr. Arthur Williams, Rev. M. E. Neil, Miss Lucy P. Shaw, Mrs. Ora H. Person, Mrs. T. J. Young.

GASTON COUNTY

Highland High School

Prof. T. Jeffers, Principal; Miss R. E. Adams, Mrs. R. J. Benson, Mr. M. A. E. Blair, Mrs. C. C. Caldwell, Miss S. E. Costner, Mrs. E. L. Davis, Miss M. L. Dendy, Mr. E. L. Dunn, Mrs. G. M. Erwin-Costner, Miss C. P. Faulkner, Mrs. F. V. Fonvielle, Mrs. C. F. Rozzell, Mr. C. R. Hamilton, Mrs. C. H. Dunn, Mrs. V. Jones-Blair, Mr. J. E. Oxner, Miss A. D. Wellman, Mrs D. F. McCallum, Mr. G. W. Miller, Miss E. N. Mills, Miss B. C. Pagan, Miss A. L. Potts, Mrs. J. E. Powell-Pompey, Miss E. M. Pryor, Miss M. V. Roberts, Mr. J. R. Robinson, Mr. R. L. Schooler, Miss M. E. Thompson, Mr. S. W. Moore.

Reid High School

Mr. H. S. Blue, Principal; Mrs. H. S. Blue, Mrs. R. M. Grier, Mr. T. E. Grier, Miss L. M. Ward, Miss S. R. Pettis, Miss A. B. Reid, Mrs. C. O. Garrett, Mrs. D. V. Falls, Mrs. L. C. Simrel, Miss D. L. Forney, Mrs. L. C. Davis, Mrs. L. W. Elder, Mrs. V. M. Reid, Miss E. M. Foster.

John Chavis School

Mr. W. H. Green, Principal; Mrs. D. M. Smith, Mr. F. L. Smith, Mrs. C. B. Byers, Mrs. M. B. Hairston, Mrs. W. L. Wray, Miss E. E. Simpson, Mrs. B. L. Bowser, Mr. W. E. Bess, Miss E. R. Mitchell, Mr. Hyland G. Sullivan.

Lincoln Academy

Dr. H. C. McDowell, Mr. S. L. Parham, Mrs. Gladys Credle, Dorothy Webber, Mrs. W. E. Draughn, Mr. W. E. Draughn, Mrs. Grace Johns, Mrs. Lucile Morgan, Mrs. Mary McDowell, Mrs. Fannie King, Miss Pearl Karnegay, Mrs. L. W. Kyles.

Gaston County-Wide Local Unit

Mrs. Maude M. Jeffers, Jeans Supervising Teacher.

Lucia School

Miss Fannie Kress, Miss Annie Gibson Huntley,

Beaver Dam School

Mrs. Melissa Mauney, Mrs. Odessa Boulware.

Springfield School

Mrs. Verna Humphrey, Mrs. Hazel Barber, Mrs. Virgie Cousar.

Pleasant Ridge School

Mr. Rex H. Wellmon, Mrs. Rex H. Wellmon, Mrs. D. A. Spencer, Miss LaVaughn Froneberger.

Crowders School

Mrs. Mary H. Reaves, Mrs. Ovella Scott.

Ranlo School

Mrs. Dora Humphrey, Mrs. Marie Hamilton.

Jackson Knob School

Mrs. Edith Parker, Mrs. Hazel Crawford, Mrs. Georgia Costner.

Sinai School

Mrs. Mabel A. Boyce, Mrs. Emma McKoy.

Mt. Holly School

Mr. A. M. Rollins, Mrs. A. M. Rollins, Mrs. Daisy Adams, Mrs. Katie C. Mattison, Miss Frenzola Cousar.

Cramerton

Mrs. Edith Jordan.

Dallas

Rev. C. F. Gingles, Miss S. E. Costner, Mrs. J. B. Adams, Mrs. Lula H. Montgomery, Mrs. C. C. Vining.

Lowell School

Mr. A. J. McKoy, Mrs. Isabel Wilkins, Miss Emma Hager.

Stewart Elementary School

Mr. J. R. Henry, Principal; Mrs. Irene Lineberger, Miss Florence Floyd, Miss Mildred Nelson, Miss Ruth Sommersette, Miss Jeanette Wilson, Mrs. Isabel Mauney.

Lincoln Academy

Mrs. Fannie King, Mrs. Pearl Kornegay, Mrs. J. H. Kyles.

GATES COUNTY

Gates Training School

Mr. T. S. Cooper, Principal; Mrs. Hazel G. Spellman, Mrs. Inez B. Williams, Mrs. Bernice Sawyer, Miss Helen A. Whitfield, Miss Gertrude B. Rogers, Miss Martha O. Briggs, Mr. C. M. Sawyer, Mr. W. A. McMillan, Mr. C. S. Cooper, Mr. R. S. Cooper, Rev. H. L. Mitchell, Mrs. Lillie W. Smith

GRANVILLE COUNTY

Creedmoor Colored High School

Mr. G. C. Hawley, Mr. J. J. Eisbey, Mrs. E. Chavis, Mrs. J. Graham, Mrs. Tate, Mrs. Jackson, Mrs. G. Gore, Mrs. O. Hill, Miss V. McAden, Miss M. Bryant, Miss Williams, Mrs. Toole.

Oxford Colored Graded School

Mrs. O. H. Johnson, Mrs. L. Q. Hamme, Miss S. A. Ridley, Mrs. J. C. Baptiste, Mrs. B. A. Ransom, Mrs. M. T. Cureton, Mrs. F. W. Hawley, Mrs. R. H. Payne, Mr. A. R. Greene, Mrs. N. D. Hicks, Miss H. S. Barnes, Mrs. B. P. Tyler, Mrs. E. C. Anderson, Mr. James W. Hall, Mrs. B. B. Green.

Colored Orphanage

Mrs. L. G. Smith, Mrs. E. G. Cousins, Mrs. M. T. Geer, Miss C. F. Greene, Mrs. C. H. McGhee, Mrs. B. G. Williamson, Mrs. R. M. Cousins, Mrs. L. J. Cheatham.

Granville County Group

Mrs. Roberta Gilreath, Mrs. Florence Morse, Mrs. Beatrice Wilson, Mrs. Mollie Chavis,, Mrs. Hattie Hester, Mrs. Irene Tyler, Mrs. Susie Cooper, Mrs. Lorena Hedgepeth, Mrs. Pearl Tilley, Miss Christine Shuford, Miss Hattie L. Moore, Mrs. Willia Chavis, Miss Louise Winston, Miss Ethel Harris, Mr. Charles Gregory, Mrs. M. B. Williams, Mrs M. G. Davis, Mrs. Claudia H. Brandon, Miss Alma Powell, Mrs. Lessie A. Roberts, Miss Mae F. Yancey, Mr. William Baptiste, Mr. James Smith, Miss D .A. Joyner, Mrs. M. B. Williams, Miss Nancey Mayes, Mr. Warner Canady, Mrs. Ruth A. Davis, Mrs. Maggie M. Vass, Mrs. Eva B. Young, Mrs. M. W. Gant, Miss Cornelia F. Hunt, Mrs. Olivia T. Bullock, Mrs. B. H. Rogers, Mrs. Lucretia Harris, Mrs. Charles S. Johnson, Mrs. Addie M. Howard, Miss Isabella Hicks.

Mary Potter School

Dr. H. S. Davis, Miss D. E. Peace, Miss A. M. Cooke, Mr. G. R. King, Miss M. A. Hargrove, Miss A. E. Greene, Miss Vera E. Slade, Mrs. M. S. Fitzgerald, Mrs. E. R. Tuck, Mr. R. A. Lewis, Miss Ann Gloria Toney, Mrs. G. H. Scott, Mrs. J. J. Yancey, Mr. H. E. Goore, Mr. J. M. Bates, Mrs. B. R. Oliver.

GREENE COUNTY

Greene County Group

Miss Viola Welch, Mrs. Cora Artis, Mrs. Clara Gordon, Mr. Isaac Jordan, Mr. G. W. Joyner, Miss Mary Joyner, Mrs. Dorothy Suggs, Mrs. Ella Anderson, Mrs. Mary Raynor, Mr. Joseph Brown.

Greene County Training School

Mrs. M. I. E. Burge, Mrs. N. K. Daniel, Mrs. G. S. DeVane, Mrs. M. K. Dudley, Mrs. L. G. Jones, Mrs. H. T. Joyner, Mrs. K. D. Smith, Mrs. A. G. Thornton, Mrs. E. E. Young, Miss W. D. Carrol, Miss V. J. Holland, Miss R. L. Suggs, Mr. V. K. Howell, Mr. H. D. Patterson, Mr. L. H. Smith, Jr., Mr. I. O. Swain.

GUILFORD COUNTY

A. and T. College

Mrs. Margaret W. Bolden, Miss Carolyn E. Crawford, Mr. B. F. Garrett, Mrs. Georgia W. Glenn, Mr. J. W. R. Grandy, Mr. Karl M. Keys, Dr. W. L. Kennedy, Miss Myrtle E. Thompson, Mr. A. R. Brooks, Mr. C. E. Dean, Mr. C. R. A. Cunningham, Dr. Carl M. Hill, Mr. Walter T. Johnson, Mr. J. C. McLaughlin, Dr. C. L. Spellman, Mrs. P. K. Spellman, Dr. Myron B. Towns, Mr. Clyde DeHuguley, Mr. J. M. Marteena, Mr. Geo. A. Roddy, Mr. L. A. Wise, Mr. D. Sysnette, Mr. Robert Poole, Mrs. Veda Spellman Stroud, Dr. C. L. Cooper, Mr. S. C. Smith, H. R. Arnette, F. D. Bluford, President; Miss M. A. Clift, Charles DeBerry, Miss M. E. Gibbs, W. T. Gibbs, Miss C. V. Hill, A. H. Morrow, E. N. Palmer, Miss M. Simmons, Mr. S. B. Simmons, W. N. Rice.

Bennett College

Miss Elizabeth Alston, Miss Lenore M. Barry, Miss T. Ruth Brett, Mrs. Willie Grimes, Dr. Frederic A. Jackson, Miss Bessie R. Jones, President David D. Jones, Mrs. C. H. Marteena, Mrs. Clara Smith Rogers, Miss Willa B. Player, Miss Elizabeth Stanfield, Mr. Orrin C. Suthern, II, Mr. P. A. Taylor, Jr., Miss Barbara A. Ware, Mr. A. A. Morrisey, Mrs. T. C. Taylor, Mrs. David D. Jones.

Greensboro City Schools

Mrs. E. L. Penn, Mrs. E. H. Miller, Miss C. H. Haith, Mrs. G. J. Sabourin, Mr. J. A. Tarpley, Mrs. A. P. White, Mrs. B. T. Grant, Mr. T. E. Humphrey, Mrs. A. D. Bailey, Mr. W. F. Taylor, Mrs. G. A. Rogers, Mr. N. E. McLean, Miss G. H. Person, Miss M. A. Colson, Mrs. D. S. Lynk, Mrs. J. Goldsborough, Mr. J. A. McKee, Mrs. N. F. Bowling, Miss P. Byers, Mrs. F. S. Leary, Miss L. C. Miller, Mrs. E. M. Barnes, Mr. W. L. Jones, Mrs. L. B. Brown, Miss J. W. Butler, Mrs. O. S. Grandy, Mrs. M. Y. Hairston, Mrs. C. C. Miller, Mrs. A. B. Moore, Mrs. C. L. McCollough, Mr. A. H. Peeler, Mrs. M. L. Scarlette, Miss I. S. Jones, Mrs. D. L. McNair, Mrs. H. H. Booker, Mrs. B. Rogers, Mrs. C. T. Forney, Miss F. McConnell, Mrs. F. L. Pookrum, Mrs. G. D. Woods, Mrs. S. P. Ruff, Miss C. E. Hill, Mrs. F. R. Alston, Mr. J. S. Leary, Mrs. P. A. Donnell, Miss P. B. Scarlette, Mr. D. M. Clossom, Mr. W. Goldsborough, Mrs. L. D. Thaxton, Mr. N. V. Macomson, Miss L. F. Wood, Miss L. L. Gordon, Miss P. B. Garrett, Mrs. G. G. Brown.

Mrs. L. L. Humphrey, Mrs. N. D. Arnette, Mr. B. A. Collier, Mrs. N. A. Coley, Miss N. E. Nash, Mr. V. H. Chavis, Mrs. E. D. Holloman, Mrs. G. L. Starks, Mr. E. A. Blair, Miss M. A. Kirkland, Mrs. L. E. Morrow, Mrs. N. C. Jones, Mrs. L. C. Tarpley, Miss K. H. White, Mrs. V. C. Chavis, Mrs. A. J. Alexander, Miss N. B. Bolden, Mrs. L. P. Dyson, Mrs. C. H. Humphrey, Mrs. G. M. Hammonds, Mrs. A. A. Milton, Miss C. B. Minor, Mrs. L. D. Nelson, Miss C. L. Taylor, Mrs. O. P. Womack, Mrs. I. S. Tucker, Mrs. D. S. Enoch, Mrs. A. W. Baker, Mrs. G. Simkins, Mrs. J. L. Gregg, Miss M. L. Roberson, Mrs. P. W. Tillman, Mrs. L. N. Lomax, Miss L. L. Bright, Mrs. L. S. Taylor, Mrs. S. E. Byrum, Mrs. M. C. Douglas, Mrs. M. H. Jones, Mrs. M. F. Mayfield, Mr. T. W. Cowen, Mrs. E. L. Holmes.

Brown Summit High School

Mr. M. M. Daniels, Principal; Miss Audrey E. Sellars,, Mrs. Z. C. Daniels, Miss Marguerite Watkins, Miss Mamie Taylor, Mrs. Nadine L. Hightower, Mrs. Mary B. Setzer, Mrs. Anna M. Ingram.

Leonard Street School

Mrs. D. D. Ingram, Mr. S. S. Whitted, Mr. Lester L. Boyd, Mrs. Charlie Curry, Mrs. Willie Mae H. Boyd, Mrs. Callie V. Holmes, Mrs. Galatia E. C. Lynch, Mrs. Margaret J. Simmons, Mrs. Julia I. Hall, Mrs. Cornelia B. Reid, Mrs. Florida A. Sherrill, Mrs. Ophelia R. Morgan, Mrs. Terah W. Whitten, Mrs. Katye B. McAdoo, Mrs. Lillian B. S. Merritt, Mrs. Thenia Y. Brincefield, Miss Maggie M. Brooks, Miss Ruby V. Graden, Miss Willie Marie Carter.

Fairview Elementary School

Miss Mytrolene L. Graye, Principal; Miss Anna L. Jones, Mrs. Alice P. McLeod, Mrs. Lessie E. Flowee, Mrs. Eva A. Townes, Mrs. Pearl P. Burford, Mrs. Magnolia M. Hart, Miss Bertha B. Lomax, Mrs. Mary G. Williams, Miss Mattie C. Robinson, Miss Nettie C. Moss, Mrs. Janie K. Williams.

William Penn High School

S. E. Burford, Principal; Mrs. M. H. Blackburn, Mrs. E. V. Baldwin, Mrs. E. P. Wilson, Mrs. R. G. Mason, Mrs. C. H. Caldwell, Mrs. F. B. Davis, Mrs. E. G. Cobb., Mr. T. W. Hughes, Mr. M. G. Johnson, Mr. M. H. Gordon.

Guilford County Group

Mrs. Vina Webb, Miss Montrose Garrett, Mrs. C. M. Mabane, Mrs. R. M. Bullock, Mrs. Moffitt, Mr. W. H. Lanier, Mrs. Willie H. Collier, Miss Donnell, Miss McIver, Miss Viola Boone, Miss Helen Chatham, Miss Fannie McCollum, Mrs. B. H. Coles, Supervisor; Mrs. C. B. Rieves.

HALIFAX COUNTY

Administrative Unit

Mrs. L. B. Hill, Mrs. Dorinda Anthony, Mrs. Abbie B. Johnson, Mr. L. A. Wilson, Mrs. Leah E. Shields, Miss Frankie Myrick, Miss Susie Ford, Mrs. Charles A. Avent, Jr., Mrs. Viola Pittman, Miss Lillie Mae Shaw, Mrs. Annie B. Brinkley, Mrs. Helen H. Johnson, Mr. B. D. Hardy, Mr. Ralph Yokeley, Mr. D. Thorne, Mr. John Welch, Miss Annie Sherrod, Mrs. Jessie W. Johnston, Miss Ella Hardy, Miss M. Addie Clarke, Miss E. Whittaker, Mr. Johnston Harris, Mr. C. C. Clark, Miss Roxanna Alston, Mrs. Attie Solomons, Mr. Leonidas Haywood, Miss Melba Douglass, Miss Dorothy Reese, Mrs. Blanche R. Smith, Mrs. Lanelle Clark, Miss Ruth Fields, Mrs. Bettye B. Becketts, Mrs. L. C. Alderman, Miss Cora E. Jones, Miss Henrietta Allen, Miss Madge L. Watson, Mrs. Dorothy H. Wills, Mrs. Irene B. Moseley, Mrs. Annie J. Barnes, Mr. Chas. H. Camp, Mrs. Edith M. Shields, Mrs. Carrie Anthony, Miss Florida Belle, Miss Louvenia Brown, Mrs. Laura Foster, Miss C. Ruth Braswell, Mrs. Vergil Meekins, Mrs. Annie M. DeBremer, Mrs. Roxie Bremer, Mrs. Gladys J. Clark, Miss Emily Earl, Miss Leola Mills, Miss Lelia V. Hanley, Mrs. Dorothy Huggins,, Mr. Clarence Bailey, Mrs. Fannie Hawkins.

Mrs. Mabel Johnson, Mrs. Inez W. Williamson, Miss Lether Worley, Miss Katie Bond, Mrs. Dorothy N. Doles, Mrs. Pricilla I. Bailey, Mrs. Ruby T. Stewart, Miss Virginia Haywood, Mrs. L. J. Burford, Miss Mary H. Haley, Miss Gracie Clark, Miss Mattie Eeason, Mr. M. A. Jones, Mrs. O. K. Finch, Miss Mary Wheeler, Mr. W. B. Jameson, Mrs. Helena Harris, Mrs. Willie M. Hardy, Miss Ladie Smoth, Miss Elsie M. James, Mrs. Margaret Morgan, Mrs. Ruth Patterson, Miss Alma L. Layton, Miss Eleanor Flemming, Mr. F. C. Peyton, Miss Virginia Davis, Miss Gertrude Bullock, Miss Vivian Reid, Mrs. Irene S. Jones,, Mrs. Irene B. Williams, Miss Glynn S. Ward, Miss Annie Shearinn, Mr. Nathaniel Robbins, Mrs. Almyra Pittman, Mrs. Bessie W. Johnston, Mr. Montera Davis, Mrs. Madge M. Bynum, Miss Elizabeth Neville, Miss Marian McCollum, Miss Gladys Burke, Mrs. Christine Whittaker, Mrs. Edna Barnette, Miss Ruby Rolland, Mrs. Bertha Bullock, Mrs. Vernon Thornton, Mrs. Anna Rogers, Miss Lucy Thorne, Miss Totrizinna Nicholson, Mrs. Mary S. Wilkins, Mr. W. A. Holmes, Miss B. T. Robinson, Mr. I. H. Jameron.

Miss Grace H. Sims, Mrs. Ruth W. Jones, Mr. George Young, Mr. H. Perry Richardson, Miss Jessie Stewart, Miss Elsie Weaver, Miss Phyllis, Shelton, Mrs. Bessie W. Jones, Miss Ethel B. Smith, Miss M. H. Livas, Mrs. J. W. Robbins, Mr. Frederick P. Shields, Miss Thelma Mack Miss Bertha Barber, Miss Lelia Reid, Miss Alice M. Williams, Mr. L. S. Gilliard, Mrs. Sadie Rainey, Mrs. I. Pearl Spaulding, Miss Mattie Jones, Miss Pearl L. Smith, Miss Mamie Clark, Miss Amelia Perry, Miss Sophronia Brown, Miss Eulah Walston, Mrs. Frankie Williams, Mrs. Louise Myrick, Mrs. Westie Wills, Mrs. Estella Pendergraph, Mrs. M. C. Williams, Mrs. C. S. Lyons, Mrs. Ida J.Scott, Mr. W. McDaniel, Miss Gwendolyn Poindexter, Mr. Edwin L. Patterson, Mrs. Rolelia H. Herritage, Mrs. Mattie I. Marrow, Mrs. Eliza Williams, Miss Gladys Williams, Miss Nannie T. Williams, Miss Josephine Haagler, Miss Alice B. Williams, Miss Mazie Hawkins, Miss Maria Shaw, Mrs. Venelia Ancrum.

Mrs. Elvira Ashley, Mrs. Hattie H. Richardson, Mr. Claude Johnson, Miss Helena Hardy, Miss Sallie M. Hardy, Mr. J. C. Bias, Mr. James Bussey, Mrs. Willie W. Riddick, Miss Annie S. Hawkins, Mr. C. C. Smith, Miss Mertye Rice, Miss Theola Newsome, Mrs. M. H. Carray, Miss Grace O. Smith, Mr. Edwin O. Moseley, Mrs. Ernestine E. Felton, Mrs. Mary L. Smith, Miss Doris L. Parker, Mrs. Celeste W. Brookins, Miss Annie L. Connor, Miss N. Claudine Smith, Mrs. C. S. Bias, Mrs. Bessye Shields Wilder, Mr. Isaac Rogers.

John Armstrong Chaloner High School

Mr. S. B. Lewis, Principal; Mrs. Josie Atkinson, Mr. W. H. Wilson, Miss Annie B. Crump, Mrs. Clemontine Williams, Miss Magnolia Magette Mrs. Jennie M. Carter, Miss Thelma Lewis, Miss Hermena Hickson, Mrs. Lillian Farley.

Halifax County Training School

Mr. W. B. Davis,, Principal; Miss C. E. Tucker, Mrs. Willie Cheek, Mrs. Lucille Cooke, Mrs. Cleopatra Blacknall, Mr. William E. Jones, Mr. M. C. Miller, Mrs. Elizameth Woodruff, Miss Marjorie Morgan, Mrs. Nelleie B. Kyles, Miss Lillian Moore, Miss Cleopatra Williamson, Miss Maude Freeman, Miss Annie Calvert.

HARNETT COUNTY

Shawtown High School

J. S. Spivey, Principal; Mrs. Dolly L. Carter, Miss Minnie L. Davis, Mis Iola G. Black, Mrs. Lueva Newkirk, Miss Eloise McNeill, Mrs. Rolista McKoy, Miss Alberta Hairston, Mr. E. J. Rhue, Mrs. Inez, Hawkins, Mrs. Nannie Boston, Miss Vivian Browning, Mrs. Ethel Echols, Mr. F. D. Matthews, Mrs. M. L. Spivey, Miss L. M. Newby, Mr. F. A. Jones, Mrs. B. L. Saunders.

Harnett County Training School

Mr. Arthur R. Dees, Mr. J. B. Christmas, Mr. E. C. Setzer, Mr. W. R. Hooper, Mrs. L. H. Dees, Mr. P. K. Pannell, Mrs. L. W. Carter, Mrs. Iva M. Smith, Mrs. E. G. Williams, Mrs. M. L. Wilson, Mrs. Mary W. Reid, Mrs. Carrie S. McLean, Mrs. E. Ferguson, Mrs. J. L. Hewlin, Mrs. E. C. Mitchell, Mrs. E. McMinter, Miss M. R. Black, Miss N. W. Horton, Miss M. L. Hicks, Miss L. L. Culbreth, Miss L. C. Hairston, Miss Mable G. Smith.

Harnett County

Rev. J. E. Marks, Mrs. Thelma Satterwhite, Mrs. A. B. McLean, Mrs. Ida Matthews, Mrs. Katie Fourshee, Mrs. B. G. Rhue, Mrs. N. M. Baldwin, Miss Winifred Allen, Mrs. Mary Crowe, Mrs. Rosa McDowell, Mrs. M. L. Cameron, Mrs. Vera Ryals, Mrs. Carrie Melvin, Mrs. Mary Copeland, Miss Mattie McLean, Mr. C. E. Forte, Miss Jessie M. Smith, Miss Elsie Allen, Miss Flora McLaughlin, Mrs. Addie Warfield, Rev. A. T. Tuck, Miss Ethel McNeil, Miss Martha R. McKoy, Mr. Herbert Devane, Mrs. Georgia McKoy, Mrs. Carolyn Rowland, Mrs. Annie S. Wright, Miss Lula Walker, Miss Wyoma Brewington, Miss Mary Chalmers, Charles Lee Walker, Mrs. Althea Mooney, Mrs. Mary B. Sellers, Mr. F. H. Ledbetter, Miss Rosella Caldwell, Mrs. Rebecca M. Stanford, Mrs. Hattie L. Taylor, Mrs. Cherry E. Cameron, Mrs. Wilma Prince, Miss Irene Black, Miss Mary Beatty, Mrs. M. N. Brown, Mrs. Mary W. Watson, Mrs. R. B. Matthews, Mr. John Humphrey, Mrs. Carrie L. Atkins, Miss Earthalane Smith, Mr. Victor Blackburn, Mrs. Loraine Moses, Mrs. Melissa McKoy, Mrs. Mary R. Cromartie.

HENDERSON COUNTY

Henderson City Schools

Mr. S. E. Durante, Mrs. Odell M. Rouse, Miss Lois Brown, Mrs. Eva R. Pilgrim, Mrs. Mary Lee Edwards, Mrs. Addie M. Miller, Mrs. Eula B. Owens, Miss Lavinia E. Sneed, Mrs. M. Joyce Mills, Mrs. Rosalia J. Durante.

HERTFORD COUNTY

Murfreesboro-Como Unit

Rev. G. T. Rouson, Mrs. Amphia B. Spruill, Miss Dallas Spruill, Mrs. Gladys Lawrence, Mrs. Claudia Reid, Mrs. Gertrude Strayhorn, Mrs. Hattie Everett, Mrs. Levester Stephenson, Mrs. Ruth M. Jenkins, Mrs. Ida Scott, Mrs. Louise Jones, Mrs. Marie Midgett, Mrs. Salina Gasty, Miss Cora Lee, Miss Aurie Keene, Miss Doris Jones, Miss Flossie Stephenson, Mr. Howard Smith, Mrs. Cora Ramsaeu, Miss Fostena Worthington.

Waters Training School

Miss Sallie Y. Bizzelle, Miss Esther Mae Brett, Mrs. Viola H. Chavis, Mrs. Flora B. Collins, Mrs. Lillian N. Everett, Mrs. Emma C. Freeland, Mr. H. C. Freeland, Mrs. Effie Gadsden, Miss Ardelle Garrett, Mrs. Albina B. Hall, Mrs. Dicie J. Reid, Miss Alice T. Jones, Mrs. Undean W. Jones, Mr. S. F. Lewis, Miss Marion O. Reid, Mrs. Luvenia B. Rouson, Mrs. Theora C. Stallings, Mrs. Ruby M. Townsend, Miss Thelma W. Tuck, Mr. C. B. Varner, Mrs. Addie L. Weaver, Mrs. Ailene B. Weaver, Miss Lillian B. Wilson, Mr. C. S. Yeates, Mr. M. R. Zachary, Mrs. Bloneva P. Bond and Mr. H. R. Bond.

Harrellsville District

Miss Hattie Beverly, Mrs. Ethel S. Bullock, Mrs. Amanda Cherry, Mrs. Fannie V. Hollomon, Mr. Jathion Hollomon, Miss Virginia D. Jones, Mrs. Emma L. Mitchell, Mrs. Dora T. Porter, Miss Josephine Valentine, Mrs. Katie Zachary, Mrs. Fannie C. Watford, Miss Louise Holley.

HOKE COUNTY

Mr. Garfield Coleman, Mrs. Leona Coleman, Mrs. Lucy M. Robinson, Mrs. Mary E. McLaughlin, Mr. Fred Anders, Mrs. Rosa Anders, Mrs. M. B. Kilgore, Mr. Joseph Drake, Miss Hannah Anders, Mrs. Georgia McDowell, Mrs. A. S. Gaston, Miss Dora Gilchrist, Mr. L. V. Evans, Mrs. Evalina Ray Blalock, Mrs. Christine Patterson, Mrs. Estella K. Williams, Mrs. M. M. McGeachy, Mr. G. R. Harrington, Mrs. Mary Sanders, Miss Louvenia Oliver, Mr. T. V. Williams, Miss Leona Sherman, Mrs. Katie Broadway, Miss Viola Davis, Mrs. Ida Belle Cole, Mr. J. H. Chalmers, Miss Ida Mae McKoy, Mrs. Daisy B. Quevedo, Miss Marie Barr, Mrs. Lillian D. Gleaves, Miss Emma Crawford, Miss Nellie Frierson, Mr. John Mumford, Mrs. Lucile Mumfird, Mr. Alexander Geddie, Mrs. Mary Ann Dancy Duke, Miss Hancie M. Shipman, Miss Marie Crumpton, Miss Mable Shaw, Mrs. Dorothely McNeill Huntley, Mr. W. C. Campbell, Mrs. Quessis Drake, Mrs. Rosa McNeill, Miss Bonzie Dobbins, Mr. A. S. Gaston, Miss Anna G. Smith, Miss S. M. Truzerls, Mrs. H. B. Williams, Miss Rolline Dunston, Mr. E. A. Simmons, Mr. Stephen Williams, Miss I. J. Blue, Miss Anne Kelly, Mrs. Rachel Debnam, Miss Alverta Jackson, Mrs. Mamie Pierce, Mrs. S. P. Russell, Mrs. Celia Norman, Miss Essie Kornegay, Miss L. M. Matthews, Miss Bertina Huntley, Mrs. Q. E. Thames, Mrs. S. L. Barber, Mrs. A. W. Pridgen, Mrs. Avvie Gordon.

HYDE COUNTY

Hyde County Training School

Miss R. L. Slade, Miss A. L. Smith, Mr. A. V. Salde, Mrs. L. G. Garrett, Mr. J. Spruill, Mrs. L. Spruill.

Hyde County Unit

B. H. Barnes, O. B. Benson, E. Blount Whitaker, M. W. Baken, Mrs. J. Gray, W. R. Creene, L. A Gaskins, J. H. Hardy, W. A. Jordan, S. P. McGlouphn, Mrs. O. A. Peay, Mr. O. A. Peay Senia Shepherd, Mattie Gibbs, Elnora Slade, Ethel Newsome, J. R. Spencer, Marietta Wilson, Carrie Whitaker, Oreta Clay.

IREDELL COUNTY

Mrs. Mary C. Holliday, Jeanes Supervisor.

Poplar Branch

Frances L. Evans, Mary A. Williams, C. R. Rankin.

Scotts

Mrs. Margaret Harris Carrell, Mrs. Mildred R. Hollowell, Mrs. Euva Lee Mangum.

Haywood Chapel

Madge E. Simrill.

New Hope

Mrs. Eulalia H. Peterson.

Piney Grove

H. H. Blackburn, Fleecy Mae Griffin, Mrs. Lillie Harris Gibson, Rev. C. W. Powe.

Houstonville

Mrs. Lois Carson, Twitty, Lumicia Sherrill, Mrs. Sarah Stockton Dorster.

Chestnut Grove

Mason C. Miller, Mrs. Mary N. Morrison, Mrs. Mildred L. Holt, Mrs. Sarah Perkins Murdock.

Rock Crest

Mrs. Irene M. C. Ellis, Helen Phelps.

Unity High School

O. M. Pharr, William Littlejohn, Dorothy L. Phelps, Mrs. Connie Kimbrough Spicer, Genevieve Reeves, Mrs. Ethel D. Walker, Vivian L. Allison, Gladys Pauline King, Rev. Sanders P. McKelvey.

Troutman

Virginia L. Glenn.

Rocky Knoll

Mrs. Jettie Davidson Morrison.

South Iredell

Mildred Reid, Mrs. Mazie Goodman Holt, Willie Mae Holley.

Neiltown

M. H. Harrington, Sadie D. Hackett.

Coddle Creek

Esther Hill, Allie Cordelia Coble.

Morrows Chapel

Harry T. Henry, Nettie Miriam Smith, Mildred Feimster.

New Center

Mrs. Beulah Spann Cannon.

Moores Chapel

Bessie Inez Abernathy.

Buffalo Shoals

Estella Young.

Iredell County Group

Rosena Haywood, Alma Steiger, Mr. Kennedy, Miss Beulah Rowland.

Dunbar High School, Mooresville

Mr. N. F. Woods, Principal; Mrs. L. J. Gill, Mrs. G. B. Miller, Miss M. R. Caldwell, Miss C. H. Neely, Miss M. J. Foust, Miss A. Dumas, Mr. J. C. Banner.

Morningside High School

A. D. Rutherford, Principal; Mrs. C. M. Abernathy, Mrs. A. H. Brown, Miss B. M. Davenport, Mrs. C. W. Foushee, Miss M. L. Grady, Mrs. L. M. Hamilton, Miss M. C. Holley, Mrs. M. H. Hollowell, Mrs. M. M. Littlejohn(Miss A. F. Maxwell, Mrs. C. W. Nesby, Miss D. L. Pryor, Miss B. C. Sherill, Mrs. A. L. Stevens, Mrs. A. P. Toliver,. Miss M. B. Vaughn, Mrs. E. C. Lackey, G. F. Dalton, E. M. Ferrell, C. L. Burge, W. Q. Jones.

JOHNSTON COUNTY

The Four Oaks School

Miss Lola A. Clark, Mrs. Winnie M. Lacewell, Mrs. Eunice P. Richardson, Miss Sallie L. Sasser, Mrs. Mildred W. Wilson, Mrs. Lillian N. Futrelle, Mrs. Eliza Y. Jenkins, Mrs. Minnie A. Martin, Miss Ruby M. Jones, Mrs. Selina M. Smith, James A. Lacewell, M. L. Wilson, Miss Clara L. Dublin, Mrs. Grace L. Bethea.

Short Journey School

Mrs. Ruby Pailin Percy, Miss Ione B. Vinson, Miss Eliza J. Burns, Mrs. T. Cherry Taylor, Mrs. Elizabeth R. Vinson, Mrs. Eva J. Cooper, Principal; Miss Hattie I. Houston, Mrs. Elizabeth Cradle Hall, Miss Dollie E. McNeil, Miss Aurelia C. Lester.

Johnston County Training School

Miss Bennie A. Grice, Miss Amelia J. Parks, Miss N. Lucile Smith, Miss Lillian A. Bailey, Miss Frances K. McNeil, Mrs. Elsie B. Miller.

Elementary

Miss Hattie M. Watson, Miss Ruth Anderson, Miss Dorothy E. Shipley, Mrs. Arlena D. Parks, Mrs. Hannah B. Ricks, Mrs. Mattie H. Blackman.

High School

Mrs. Elsie M. Jordan, Mrs. C. B. Ellerbe, Miss Ruth Caldwell, Miss Louise Goodson, Miss Evelyn McNeil, Miss Lucile Canady, Mr. Jasper A. Bridges, Miss Ophelia Durham, Miss Luie B. Hargraves, Mr. W. R. Collins, Principal.

William Mason Cooper High School

Mr. Nixon Louis Cannady, Principal; Mr. Julius Anderson, Holden, Jr., Mrs. Josephine Sanders, Miss Gladys Omega Howard, Miss Almira Kennedey, Mrs. Flossie Davis, Cannady, Mrs. Cora Avery Boyd, Mrs. Grace E. Kennedy, Miss Ethel Doloris Jones, Miss Flossie Dolores Lee, Miss Ada O. Smith, Mrs. Parthenia R. Morgan, Miss Surluta Beatrice Bell, Miss Thelma Mae Penn, Mrs. Irene D. Spaulding, Miss Liller Renetta Chalmers, Miss Susie A. McIntosh, Miss Matilda A. Ormond, Mrs. Pauline Watson Young.

Princeton Graded School

Prof. G. W. Bryant, Principal; Maggie J. Bryant, Mary Vinson, Rosa L. Brown, Lois E. Davis, Clara O. Griffin, Lottie M. Holt.

LEE COUNTY

Lee County Teachers Association

Prof. W. B. Wicker, Prof. R. G. Perry, Mr. C. C. Jones, Mr. Walter Monroe, Mr. J. B. Brown, Mr. G. W. Grimes, Mrs. W. B. Wicker, Mrs. S. B. McMillan, Mrs. J. B. Headen, Mrs. Ruby D. Mason, Mrs. Thomas, Mrs. M. W. Watson, Mrs. L. Franks Best, Mrs. Estelle Snipes, Mrs. Marea Bates, Mrs. C. S. Jamerson, Mrs. Jeanette Monroe, Mrs. N. Brown Jackson, Mrs. Theresa P. Thompson, Mrs. Martha G. Foushee, Mrs. Meta G. Thompson, Mrs. R. G. Perry, Miss Mable Monroe, Miss F. R. Richardson, Miss C. E. Dawson, Miss Julia E. Taylor, Miss Helen Waddell, Miss Ethel Whitaker, Miss H. M. Denning, Miss G. A. DeBerry, Miss Kendall, Miss B. Pretty, Miss P. P. Jordan, Mrs. Callie Tuck, Miss Christine Crumpton, Mrs. W. T. Horton, Miss Edna Fairley, Miss Chisholm, Miss G. Matthews, Miss M. E. McKjy.

KINSTON-LENOIR COUNTY TEACHERS UNIT

Adkin High School

C. B. Stewart, Hester M. Branch, S. A. Carraway, Jr., Mable V. Clarke, C. S. DeVane, Ruth R. Graham, R. M. Harris, E. S. Houston, Louise B. Houston, Emma Johnson, Martha E. Lassiter, J. H. Lucas, Esther E. Hodges, Mary E. B. Mason, Vina M. Phillips, Mirian T. Pitt, Nancy C. Williams, Jessica H. Winslow, Sarah E. Wooten.

Tower Hill and Lincoln City Elementary Schools

James A. Harper, Carrie J. Albritton, Kathryn L. Allen, Vina D. Battle, Helen B. Bynum, Sarah K. Coward, Margaret G. Fisher, Dora M. Greene, Julia M. Jackson, Anna Cobb Jones, Etta B. Lane, Rosa B. Lassiter, Melissa N. Leitao, Lelia P. Mitchell, Mamie L. Norris, Anna Mae Raye Rev. J. H. Sampson, M. W. Smith, Ernestine J. Stewart, Beatrice E. Strong, Esther Watt Tyson, Mary G. Williams, Marion M. Womack, Elaine B. Fletcher.

LaGrange High School

M. L. Thompson, S. A. Flannagan, Ruth B. Bryant, Ophelia Whitsett, P. S. Lawson, C. R. B. Kornegay, Leora Hill, Jennie Dawson, P. B. Smith, A. D. Prigden, C. P. White, George W. Gant, E. B. Frink, A. L. Steele.

Lenoir County Unit

Lucille Sheridan, Ruby L. Loftin, Kathryn Banton, Louise Harper, Mrs. V. J. Parker, Mrs. Ruth Jones, Rev. L. E. Rasberry, Mrs. A. G. Moore, Mrs. Katie D. Duggins, Miss Jaine B. Sutton, Miss Louise Harper.

LINCOLN COUNTY

Miss Helen Penn, Miss Rose Gaston, Mrs. Annie Loritts, Mrs. Tabitha Froneberger, Miss Elsie Grier, Miss Rosebud Link, Mrs. Derr McCullough, Mrs. Katie Sullivan, Mrs. Ethel Alexandra, Miss Carrie Carson, Mrs. Ruby Williams, Mr. A. G. Holland, Mrs. Pauline Moore, Miss E. Mae Bankhead, Miss Ruth Comer, Miss Gaither, Rev. G. W. Tunstall, Mrs. Minnie Tunstall, Mr. S. E. Biggers, Mrs. Annie Wade Biggers.

MARTIN COUNTY

County Unit

Mr. John S. James, Mr. John R. James, Mrs. Almeter Purnell, Mrs. Mary A. Bonds, Mrs. Milton L. Armistead, Miss Katie B. Bunn, Miss Costella Burton, Mr. Charles D. Wooten, Mrs. Amazon Cherry Roberson, Miss E. Odessa McFadden, Miss Ella McNeil, Miss Annie M. Haddell, Mr. A. R. Jones, Mrs. A. Louise Bowens, Mrs. Mamie S. Knox, Mr. James H. Faulk, Mrs. Esther Louise Council, Rev. W. V. Ormond, Mrs. Clara R. Owens, Miss Annie Slade, Rev. G. T. Hill, Mr. Vance Ormond, Jr., Mrs. Beatrice R. Evans, Miss Alma Pritchard, Mr. Ernest Owens, Mrs. Lou Ella S. Purvis, Mrs. Sarah Gilchrist, Miss Rebecca Everett, Miss Nellie Smith, Mr. N. W. Slade, Miss Daisy E. Chance, Miss G. E. McMurrin, Mrs. Fannie L. Slade, Mrs. Eurie A. Wooten, Mrs. Symerna S. Fagans, Mr. Don G. Chance, Mr. Basher Andrews, Mrs. Nancy A. Highsmith, Mrs. Ruth Anthony, Mrs. Ellen M. Lester, Miss Mary E. Andrews, Mr. Rufus S. Gaither, Miss Ruth A. Downing, Mrs. Vera J. Brown, Mr. George T. Hyman, Mrs. Cora G. Jones, Miss Joanna M. Dowdy, Mr. W. T. Alexander, Mrs. Annie M. Griffin, Mr. T. K. Slade, Miss Carolina C. Slade, Miss Ethel Walker, Mrs. Arnelle V. Armistead, Mrs. Sallie R. Jordan, Mr. Elijah Keeys, Mrs. Matilda S. Jordan, Miss Ella Mae S. Hitell, Mrs. R. A. Keys, Mrs. Eleanor C. Hyman, Miss Wilhemnia Pearce. Mrs. Lula Dugger.

Williamston E. and H. S. Unit

Mrs. A. L. Hayes, Miss Christina Clark, Miss Blonnie Ellison,, Miss Lelia S. Chambers, Miss Eulah V. McCloud, Miss Ethel S. Alexander, Mrs. Mary S. Gray, Mr. R. N. Jackson, Miss T. N. Miller, Miss Essie Lee Mozelle, Mrs. Lillian S. Jones, Mrs. Nora Cherry Slade, Mrs. Doretha S. Chance, Mrs. Alma Duer Gaither, Mr. E. M. Holley, Mr. Jerragan, Miss Kennedy, Prof. E. J. Hayes, Principal.

Parmile Training School Unit

Mrs. Carrie B. Bratcher, Miss Hattie Belle, Miss Pearl Modlin, Miss M. C. Taylor, Miss Cardwell, Mrs. J. Chance, Jr., Miss Vivian Harris, Miss F. C. Young, Mr. Milton A. Armistead, Mr. W. C. Witherspoon, Mr. A. B. Wynne, Prof. A. C. Chance, Principal.

MECKLENBURG COUNTY

Isabella Wyche School

Miss B. D. Moore, Principal; Mrs. C. T. Booton, Mrs. G. C. Daniels, Mrs. L. M. Hamilton, Mrs. L. K. Hollomon, Mrs. G. E. McKeithen, Mrs. G. L. Greene, Mrs. G. F. Moreland, Mrs. F. M. Nash, Mrs. Mrs. R. S. Pitts, Mrs. I. N. Roberts, Mrs. K. L. Wyche, Mrs. G. E. Wylie, Miss B. L. Brown, Miss M. L. Cousar, Miss V. F. Grier, Miss L. M. Perry, Miss M. M. Jordan.

Second Ward High School

Mr. J. E. Grigsby, Prinpical; Mrs. M. M. Adams, Miss M. S. Banner, E. H. Brown, Miss B. L. Bullock, Miss A. E. Byers, Miss Z. Caldwell, Miss F. E. Carr, Miss W. R. Carson, Mrs. M. T. Clarke, O. W. Clarke, Mrs. C. M. Denson, Miss C. E. Diggs, K. H. Diamond, Mrs. Mildred Y. Gilliard, Miss M. Hall, L. E. Levi, Miss D. Lytle, Mrs. L. S. Malone, Mrs. A. S. McCorckle, W. H. Moreland, Mrs. Pearl E. Phillips, Miss S. B. Robinson, Mrs. E. J. Southern, Mrs. Mary P. Spivey, B. H. Thornson, F. L. Wiley,.

West Charlotte High School

Mr. Clinton L. Blake, Principal; Mrs. Melissa Albury Barnes, Miss Minnie A. Blake, Mrs. K. M. Chresfield, Mr. Joseph E. Colston, Mr. J. W. Costner, Mr. Fred R. Jackson, Mr. Hodge D. Johnson, Mr. Thomas M. Martin, Mr. Samuel A. Moore, Miss Martha E. Riddick, Miss Carrie E. Robinson, Miss Kathleen L. Stuart, Mr. Joseph F. Towns, Miss S. Eloise Usher, Miss Jessie A. Webb, Mrs. Cecelia Jackson Wilson, Mrs. Julia Whyche Boulding.

Myers Street School

Miss Mary A. Wyche, Principal; Mrs. Marie L. Flowe, Miss Annie Maye McKee, Mrs. Katherine E. Smith, Miss Dollie Jannie Young, Miss Fannie Maurice Miller, Mrs. Bessie C. Patterson, Mrs. Octavia Boyden, Mrs. Mabel W. Russell, Mrs. Elizabeth B. Murphy, Mrs. Geneva R. Alston, Miss Hattie T. Russell, Mrs. Ruth E. Williams, Miss Mildred E. North, Miss Lillian L. Rudisill, Miss Estelle I. Arthur, Miss Frances H. Sampson, Mrs. Ella G. Varice, Mrs. Frances B. Graham, Mrs. Leila M. Davis, Mrs. A. W. Warner, Miss Willie A. Gabriel, Miss Minnie B. Phifer, Miss Nancy Helen Scales, Mrs. Inez Byers, Mrs. Doreaatha E. Williamson, Miss Lucielle Ray, Miss Lenora H. Grier.

Fairview School

Mrs. M. G. Davis, Miss Roberta Douglass, Mrs. J. C. McKenzie, Miss Deborah Craig, Mrs. L. Wilson McDowell, Mrs. G. E. Yancey, Mrs. M. J. McKee,, Mrs. M. A. Williams, Mrs. V. L. Ferguson, Miss F. H. Partee, Mrs. H. P. Moreland, Miss Julia McKnight, Miss E. E. Morris, Miss Mamie L. Hearn, Mrs. M. D. Corbett, Mrs. A. E. Heritage, Mrs. C. C. McFadden, Mrs. D. F. Steele, Miss H. S. Anderson, Mrs. O. J. Tate, Mrs. I. C. James, Mrs. Amay James, Mrs. B. C. Scales, Mrs. H. D. Williams, Mrs. D. McL. Connor, Miss M. M. Reid.

Biddleville School

Mrs. S. P. Sasso, Mrs. R. L. Love, Mrs. C. H. Reynaud, Mrs. D. H. Dusenbury, Miss Willie Mae Jones, Mrs. Purry Grigsby, Miss L. E. Byers, Miss S. L. McCombs, Miss Mary A. Davidson, Mrs. W. G. McLean, Miss I. L. Shute, Mrs. J. S. Gray, Mrs. F. H. Wheeler, Mrs. D. M. Cornelius, Miss E. D. Hill, Mrs. E. S. Robinson, Mrs. A. F. Dunston, Mrs. W. R. McKissick.

Morgan School

Mrs. E. R. Anderson, Mrs. Mildred Alexander, Mrs. Mildred P. Brodie, Mrs. Ethel J. Butler, Miss Grace J. Crawford, Miss F. Elizabeth Frazier, Mrs. Floretta D. Gunn, Mrs. Williard C. Gullick, Mrs. Zilla F. Robertson, Mrs. Vivian S. Washington.

J. C. Smith University

Dr. H. L. McCrorey, Mrs. H. L. McCrorey, Dr. A. O. Steele, Dr. A. H. George, Dean T. E. McKinney, Dr. W. R. Mayberry, Dr. C. F. Atkins, Dr. R. L. Douglas, Dr. M. E. Thomasson, Mr. T. L. Gunn, Mr. W. C. Donnell, Mr. J. J. Adam, Mrs. G. F. Woodson, Dr. T. A. Long, Mr. David Carroll, Mr. Edward L. Jackson, Mr. N. R. Bolden, Rev. Moses Belton.

Alexander Street School

Mrs. J. W. Hemphill, Mrs. H. B. Givens, Miss B. W. Tyson, Mrs. S. L. Wyche, Mrs. M. T. Brewington, Mrs. L. Y. Harris, Mrs. L. G. Harris, Mrs. B. W. Mulliens, Mrs. D. P. Stinson, Mrs. W. P. Hoffman, Miss A. E. Stevenson, Miss V. M. Gullisk, Mrs. R. E. Kennedy, Mrs. E. L. Kibler, Miss S. E. Scott, Mrs. H. Q. Mayberry.

MECKLENBURG COUNTY

Henderson Grove

Mrs. Louise Tyson Haywood, Mrs. Mary G. Houston, Fannie Davis Ivey.

Plato Price High School

George Edward McKeithen, Mrs. Susie Hearn Collins, William Marion Hannon, Helen Louise Holt, Wilma Estella Powell, Minnie Jones George, Mary Porter Hill, Joreatha Rudisill Isler, Willie M. Perry Owens, Estelle Coles Smith, Arthur W. Fisher.

Grier

John Henry Ward, Dovie Frances Lowe.

Mt. Olive

Rosetta P. Williams.

McClintock

Junius K. Diamond, Wilhelmena H. Craine, Ora Ruth Oglesby.

Reid

Mrs. Carrie Peeler Chisholm, Lillie Jones Ferguson.

Caldwell

Charles Alophus Graham, Mrs. Ruth Alexander Frazier, Hazelyne Elizabeth Moseley.

Lytle's Grove

Mrs. Eva Lytle Davidson, Mrs. Eliza L. Russell.

Smithville

Guy M. Perry, Samella Brown, Mrs. Cora Lela Diamond.

Rockwell

Clarence Earl Moreland, Sallie Ledbetter, Mrs. Carrie Ray Rabb.

Huntersville High School

Isaac Torrence Graham, Mrs. Thelma McKnight Colston, Mary Willie Davidson, Esther Stinson Johnson, Ellen Elizabeth Adams, Helen Andrew Haley, R. L. Moore, Zetta R. Sherrill.

Youngville

Mrs. Effie Byers Beaver.

John's Chapel

Laura Price.

Long Creek

Martha L. McKinney, Mrs. Bessie Kirkpatrick Watkins.

Miranda

Mrs. Susie G. Ward.

Matthews

John Henry Gamble, Leland H. Bishop, Essie Stitt Raye.

Newell

A. P. Corley, Creola Moore, Abiah L. Winston.

North Charlotte

Mrs. Bessie Neal Beatty, Mary Neal.

Siloame

Maggie Bell Moore.

Clear Creek High School

James H. Gunn, Lula J. Blue, Girlever Harrison Ginyard, Mary C. Pharr, Mrs. Doris S. Henderson, Howard Walters Hill, Mrs. Wilma G. Williams, Novella Ramsuer Edwards, Ethel Wyche Martin, John M. Murphy, Mrs. Mary J. Smith, Mrs. Dorothea Creola Orr Wallace, Mamie Wallace, Mrs. Catherine H. Stinson.

Ben Salem

Mrs. Willie Gilliard Towns, Mrs. Ruth Davidson Powell.

Billingsville

Eugene Samuel Potts, Pearle L. Dinkins, Mrs. Minnie Beatty Gamble, Jessie B. McCain.

Lawing

Irene Elizabeth Stephens, Mrs. Nannie Corley.

Paw Creek-Hoskins

Ruth Morris, Principal; Mrs. Laura Flynn Phelps.

Woodland

Mrs. Vicie Froe Rann, Louise Osborne Grier, Mrs. Mayme Dinkins King.

Pineville High School

Elijah A. Chisholm, John M. Howie, Lucile H. Russell, Johnny Hall Saunders, Mrs. Beatrice Taylor Barnes, Evelyn Amanda Davidson, Mrs. Julia A. Douglas, Wilma Jones Long.

Big Pineville

Marie M. Miller, Eutrilla Dean McCullough, Mrs. Alma Barber Wilson.

Jonesville

Bessie D. Grant,, Mrs. Aldriche F. Melton Davidson.

Murkland

Beauregard Langford Martin, Mrs. Minnie Gorrell Davis.

Little Hope

Fannie I. Hargrave, Carrie Viola Clawson, Roberta W. Hanibal.

Davidson High School

Lorenza Eugene Poe, Zetta Mae Byers, Idelle Rhyne, Bessie Baucom, Josephine Elsie Brown, Zenobia M. Gray, Mrs. Annie L. Haynes Hailey, Mrs. Ada Mitcham Jenkins Harrison.

McDOWELL COUNTY

Hudgins High School

F. M. Beaver, Principal; Mrs. Bernice H. Crisp, Mrs. Franklyn P. Brown, Miss Maggie L. Conner, Mrs. Eutha Mae Laughlin, Miss Margaret Greenlee, Miss Melba L. Williams, Miss Elizabeth V. Hutchison, Mr. B. G. Corpening.

MONTGOMERY COUNTY

Peabody Academy

Mr. D. D. Sinclair, Principal; Mrs. L. Smitherman Blue, Mrs. M. W. Anderson, Miss B. G. Dobbin, Miss Effie Gibson Mr. S. T. Hawkins, Mrs. C. W. Hawkins, Miss Ruth Hull, Miss Barcie G. Shaw, Mrs. N. B. Sinclair.

MOORE COUNTY

Academy Heights School

Mr. C. H. Flagg, Principal; Mrs. Mary A. Horton McLean, Mrs. M. A. Flagg, Mrs. Louise R. Fox, Mrs. Edna B. Taylor, Mrs. Margaret Taylor Mangham, Mrs. Olivia Robinson Parks, Mrs. Kate W. MacLaurin, Mrs. C. M. Holmes, Miss Nanie A. McLean, Miss Jane C. Zeigler, Mr. Cyrus W. Alexander,

Berkley High School

Mr. J. H. Floyd, Principal; Miss Cleo Clarke, Miss H. C. Perry, Miss M. L. Bland, Mrs. A. E. Williams, Mrs. L. O. Barrett, Mrs. M. P. Brown, Mrs. F. O. Massenburg, Mrs. T. B. Hayes, Miss F. M. Griswald.

County Group

Mrs. L. D. Harris.

West Southern Pines High School

Mr. T. U. Connor, Miss Mary L. Hasty, Mrs. J. S. Brown, Mrs. A. B. Clark, Mr. J. Warren Baldwin, Miss Rosalie McKay, Miss Bertha M. Pitts, Mr. J. T. Saunders, Mrs. D. Shelton Harris Mrs. Novella P. Wilson, Miss Lena B. Mallette, Miss Cora E. Steele, Mrs. Ada C. Jones, Miss Mildred E. Washington, Mrs. Otelia J. Saunders, Mrs. Mary K. Hill, Miss Wilma G. Hasty, Mrs. Olive W. Hill(P. R. Brown, Principal.

NASH COUNTY

Spaulding High School

Mrs. Mildred McElbrath, Mrs. Annie C. Hairston, Miss Graycie DeBerry, Mr. James T. Young, Mrs. M. B. Eaton, Mr. Thomas Crumby, Mrs. E. Jones, Miss Mary H. Jones, Mrs. L. L. Carpenter, Mrs. Annie Williams, Miss Louise McNeill, Mr. Melvin Bullock, Miss Sybil Haile, Mr. Charlie Brown, Prof. J. W. Eaton, Principal.

KNOXVILLE, Tenn.

Miss Bertha Plummer.

Nash County Training School

Mr. W. L. Greene, Principal; Mr. R. E. Fitzgerald, Miss E. Juanita Alston, Miss Evelyn A. Holloman, Mrs. Ruth P. Roberts, Miss Arcelia M. Spivey, Mr. G. W. Parks.

Middlesex Elementary School

Mrs. Margaret A. Forte, Principal; Miss Katie M. Sclaes, Miss Mildred M. Martin, Mrs. Sula B. Alston.

Spring Hope High School

Mr. J. W. Eaton, Principal; Mrs. J. W. Eaton, Mrs. L. E. Ferguson.

NEW HANOVER COUNTY

Williston Primary School

B. T. Washington, Principal; Mrs. J. B. Adkins, Mrs. A. J. Bailey, Mrs. M. N. Belden, Mrs. D. B. Bryant, Mrs. C. C. Chestnut, Miss C. S. Crawley, Mrs. M. F. Emanuel, Mrs. G. W. Graham, Miss L. J. Greene, Mrs. Z. R. W. Hall, Miss M. B. Harris, Miss Miss M. E. Johnson, Miss Carrie H. Lane, Miss A. L. Moore, Mrs. H. O. McDonald, Miss I. A. McIver, Mrs. L. S. McCoy, Mr. C. L. Raysor, Miss E. L. Sharpless,, Miss S. A. Sullivan, Miss M. M. Tucker, Miss A. L. Williams, Miss S. H. Willis, Mrs. M. B. Wilson, Mrs. S. W. Wright.

Williston Industrial High School

Mr. F. J. Rogers, Principal; Miss Hannah E. Kelly, Mrs. E. G. Holmes, Mrs. A. G. Burnett, Mr. S. J. Howie, Mr. D. J. Montayne, Mrs. M. S. Washington, Miss K. C. Allen, Mrs. L. S. Williams, Miss B. B. Leonard, Mrs. C. H. Robinson, Miss D. E. Telfair, Mrs. E. T. Harlee, Miss R. A. Scott, Miss G. M. Kver, Mrs. S. A. Moultrie, R. Wall, Miss S. B. Hooper, C. L. Bryant, Miss E. E. McNeil, Mrs. H. E. Boulware, J. W. King, Mrs. R. H. Brown, Mrs. A. C. King, Miss C. P. Dennis, Mrs. A. W. Lofton, Robert L. Jones, C. M. Haithman, Mrs. N. M. Cotton, Miss F. G. Roberts, F. P. Robinson, Miss F. E. Payne, Mrs. S. M. Worthom, Mrs. M. A. Shaw, Mrs. M. C. Ready, Mrs. K. B. Smith, Miss E. H. Nixon, Mrs. Isabell Scott, Miss Fannie P. White.

Peabody School

C. Howe McDonald, Principal; Miss Mabel C. Brown, Miss Helen C. Cannady, Mrs. Almeria A. DeVaughn, Miss Anna Mae Gill, Mrs. Nettie M. Green, Mrs. Adell S. Harris, Miss Katie L. Hooper, Mrs. Zoa C. Lane, Miss Edna F. Moore, Miss Mozelle McGhee, Miss Alice L. Ormond, Mrs. Susie L. Perkins, Miss Georgia B. Pierce, Miss Ida B. Randall, Mrs. Marguerite J. Rogers, Mrs. Lettye H. Sharpless, Mrs. Irene M. Sparrow, Mrs. Ethel B. Telfair, Mrs. Armeta W. Watkins, Mrs. Eliza B. Wolst, Mrs. Anna C. Williams.

NORTHAMPTON COUNTY

W. S. Creecy High School

Prof. W. S. Creecy, Jr., Mrs. Viola T. Bishop, Mrs. Myrtle C. Crockett, Miss M. Frances Carr, Miss Mildred Simons, Miss Maggie Jones, Mr. J. C. Felder, Mr. Wm. Lane, Miss Rosetta Magette, Mrs. Elizabeth Hardy, Miss Elizabeth Jones, Mrs. Ruby Scott, Mrs. Susie M. Creecy, Miss Miley F. Welch, Mrs. P. S. Griffin, Miss Flessie Roach, Mrs. Fannie Kee Magette.

County Training School

Prof. R. M. Earl, Miss Johnsie M. Harris, Miss Ernestine Young, Miss Gwendolyn Maye, Mrs. B. A. Porter, Miss Dessie Brewer, Mrs. Herman Rice, Miss A. L. Howell, Miss A. N. Pitts, Mrs. Willa J. Batten, Miss B. Right, Miss Virginia Harding, Willie M. Jeffries, Jeanes Teacher.

Willis Hare High School

Prof. E. T. Artis, Miss Ella Williams, Miss Eva M. Alston, Miss Elizabeth Lassiter, Mrs. Theola Moore, Mrs. Marian B. Mororis, Mrs. Vertie M. Prigden.

Coates High School

Prof. J. N. Gill, Miss Emily Daniels, Mrs. Carolyn Manley, Mr. James McManus, Miss D. Smith, Mrs. Eliza Young, Mrs. Nellie Ramsey, Mrs. Mary J. Murphy, Mrs. Ruby Gill, Miss Lillie M. Pierce.

Jackson School

Prof J. M. Lawrence, Miss Beatrice Freeman, Miss Kathlyn Lassiter, Miss Eunice Randolph, Mrs. Kate V. Brown, Mrs. Alma M. Earl, Miss S. Catherine Pierce.

Potecasi School

Mrs. Devolia Gordon, Mrs. Ruth G. Boone, Mrs. Bertha M. Joyner.

Woodland School

Mr. A. R. Bowe, Mrs. Geneva Bowe, Miss Mamie Tann, Miss Blnache G. Reid, Miss Vashti Barclifte, Miss Annie L. Savage, Mrs. Emma B. Powell.

Margarettsville

Mr. Jasper Pridgen, Mrs. Helen S. Marsh, Mrs. Amaza Majette.

Concord School

Mrs. Callie F. Johnson, Mrs. Martha B. Barnes.

Nebo School

Miss Bettie S. Boone, Mrs. Lula B. McManus.

Gumberry

Mrs. Eloise H. Dickerson, Mrs. Catherine J. Futrell.

Holly Grove

Mrs. Blanche L. Edwards, Mrs. Lillian W. Chance.

Squire School

Mrs. Cherry Clark, Mrs. Mary Rice, Mrs. Dorothy Jenkins.

Ivey School

Mrs. Helena B. Brown, Miss Ida R. Brown.

Cool Springs

Mr. E. P. Tann, Mrs. Hazel Squire, Miss Vivian Vick.

Masons School

Mrs. Eva Overton.

Buffalo School

Rev. Robert Brown, Miss Margaret Weaver, Mrs. Ethel Newsome.

Mt. Moriah School

Mrs. Gladys Vaughn, Mrs. Florida Perkins.

Oak Grove School

Mr. C. W. Young, Miss L. V. Alston, Mrs. M. N. Earl.

Ash Swamp School

Miss Mary Ward.

Faithful Band

Mr. S. G. Calvert, Miss Doris Clark, Mrs. Marie M. Harding.

Galatia School

Mrs. Ruth Hare Jacobs, Mrs. Wealtha A. Riddick, Mrs. Ethel H. Foriest.

Severn School

Mr. Robert Moore, Miss Claudia Stephenson, Miss Lelia Ivey, Mrs. Lessie Jordon.

Vultare School

Mr. Theodore Williams, Miss Jessie Clark.

Antioch School

Rev. E. B. Young, Mrs. Ollie Sugg.

Branch's Chapel

Mrs. Joana Maggette, Mrs. Essie Scott, Mrs. Fannie T. Newsome, Home Demonstration Agent, Mr. L. J. Morris, Farm Agent.

Conway School

Mr. A. A. Judkins, Mrs. Claude Flythe, Mrs. Sophia Faison.

Evergreen School

Mrs. Clara Wynn.

Piney Grove

Mrs. Ada Tann, Miss M. Stephens.

Allen Chapel School

Mr. G. N. Reid, Mrs. Hester Reid.

Jonesboro School

Mrs. Viola Mack Faison, Miss Piuline Tann.

Gaston School

Mr. J. L. Rice, Miss Mary Rice.

Cumbo School

Mr. Lonnie Harrel, Mrs. Lillian Harrel.

Macedonia School

Mrs. Margaret Judkins, Miss Ruth Jordan.

Pea Hill School

Miss Elsie Woodley.

Polenta School

Mrs. Elnora Melton.

Taylor's Mill

Mrs. Hester Jordan.

Meherrin School

Mrs. Novella Branch.

ONSLOW COUNTY

Georgetown High School Group

Mr. J. W. Broadhurst, Principal; Miss Susie Ray Hammonds, Mrs. Alice B. Kerr, Miss Daisy Lee Jones, Mrs. F. M. Bell, Miss Marian Christine Tatum, Miss Elma D. Carlton, Mrs. Martha Lewis Smith.

Onslow County Group

Mrs. Helen Pollock, Miss Lillie B. Smith, Mrs. Daisy Dafford, Mrs. Ruby McDowell, Mrs. Julia R. Wilson, Mrs. Georgia Fonville, Mr. Louis Parker, Mrs. Phylis P. Torrey, Miss Annie Ruth Graham, Miss Lillian Parker, Mrs. Agatha Lavender, Miss Esther J. Murphy, Mrs. Nettie V. Hardison, Mrs. Maggie J. Kornegay, Miss Willie Viola Skinner, Miss Ethel Maddox, Mr. J. W. Harrison, Miss Louise Blount, Miss Ethel Davis, Mr. C. C. French.

ORANGE COUNTY

Orange County Teacher Unit

Damascus

Mrs. Rosa E. Holloway.

Jordan Grove

Mrs. E. P. Rainey.

Cool Springs

Mrs. Minnie T. Forte.

High Rock

Mrs. Madeline J. McClenney.

Ridge Road

Miss Ruth Stanfield.

Sunnyside

Miss Ethel M. Stanfield.

Flat Rock

Mrs. Alice T. McAdoo.

Hickory Grove

Mrs. Pearl Caldwell, Mrs. Frances T. Snipes.

Cedar Grove

Mrs. Clementine Walker.

Wardsville

Mrs. L. E. Richardson.

Fairfield

Mrs. A. M. Fuller.

White Oak

Mr. Richard Traynham.

Grover

Mrs. Margaret Battle, Mrs. Susie V. Perry.

Sartin

Miss M. L. McAdoo.

Hillsboro

Mr. A. L. Stanback, Mrs. Hassie Brooks, Mrs. Sara Van Hook, Mrs. Martha A. Burt.

Orange County Training School

H. M. Holmes, Principal; Miss Pearl Smithwick, Miss Esther E. Brown, Miss Geneva Rogers, Miss Lana Lessane, Miss Olivia Waddell, Miss Josephine Jones, Miss Ruth Pope, Miss Minnie Williams, Miss Edena Johnson, Mrs. M. Norma Snipes, Mrs. Maudelle Ateca, Mrs. Catherine Stanback, Mrs. Evelyn Ragsdale, William E. Fuller, Jr., R. D. Smith, C. L. Easterling, Mrs. Eleanor Jones, Mrs. Althea A. Burt.

PASQUOTANK COUNTY

Elizabeth City State Teachers College

Pres. H. L. Trigg.

Elizabeth City

P. W. Moore High School

Mr. E. A. Anderson, Mr. William Jones, Mr. J. T. Mitchell, Mr. J. G. Harris, Mr. Calvin Paige, Mr. William Allen, Mr. R. L. Watt, Mrs. Lillie Suggs, Mrs. Minnie McClease, Mrs. A. E. Cardwell, Mrs. S. O. Williams, Mrs. Penelope Shannon, Mrs. Catherine Brown, Mrs. Mattie Anderson, Mrs. Jennie H. Butler, Mrs. Ida Bogue, Mrs. Sadie Morton.

Bank Street School

Mr. C. F. Graves, Mr. J. E. Norman, Mrs. Annie M. Chavis, Mrs. Alice Vaughan, Mrs. Annie G. Barnard, Miss Helen Reid, Mrs. S. S. Hardy, Mrs. N. P. Winslow, Mrs. Bessie Dempsey, Mrs. Addie Lawrence.

Training School

Mr. J. E. Ancrum, Mrs. Eddie Martin, Miss Blanch Harris, Miss Eva Johnson, Mrs. Mattie Jenkins, Mrs. Mary Drew, Mrs. Mary Collins, Mrs. Essie Johnson, Mrs. Julia Wesley, Mrs. Mary White.

PERQUIMANS COUNTY

Hertford High School

Mrs. Irene B. Dail, W. J. Thompson, Principal; Mrs. Jennie S. Thompson, W. R. Privatt, Mr. J. L. Privatt, Mrs. L. Eliott Fox, Mrs. Eliza S. Perry, Mrs. A. N. Kingsburg, Miss Minnie L. Felton, Mrs. Julia Hunter, Mrs. Virginia Minox.

Perquimans County Group

Rev. Albert Jordan, Mrs. Annie Skinner, Mrs. Ely Blanchard, Miss Rosa Reid, Mrs. Hazel Beamon, Mrs. Laura Lowe, Mrs. Dixie Brothers, Mrs. Edna Zachary, Mrs. Cleo Z. Felton.

Perquimans Training School

Mrs. Lena Perry, Miss Addie Hoffler, Mrs. Mary Newby, Mr. E. L. Fair, Jr., Mrs. Willie Y. Williams, Mrs. Geraldine Lowe, Mrs. Annie Modlin, Miss M. E. Sumner, Miss E. C. Nixon, Mr. R. L. Kingsbury, Mrs. P. E. Bembry, Miss L. H. Riddick, Mrs. Annie E. Simion, Mrs. I. E. Rogerson, King A. Williams, Principal.

PENDER COUNTY

C. F. Pope High School

Prof. T. E. Jones, Miss Mildred C. Moore, Miss Frances L. Murray, Miss Flonnie Sharpless, Mrs. Janie A. Hynes, Mrs. Clara A. Moore, Mrs. Carrie B. Bridges.

Pender County Training School

Prof. J. T. Daniel, Principal; Prof. S. C. Anderson, Prof. James R. Moore, Prof. Clinton A. Etheridge, Prof. George D. Felton, Prof. Henry M. Bass, Prof. Joseph O. Lowery, Prof. Hamilton E. Flowers, Mrs. Leona B. Daniel, Mrs. Venetta W. Anderson, Mrs. Hattie V. Gattison, Mrs. Alberta Wade, Mrs. Daisy Ford Malloy, Mrs. Cora P. Ringer, Miss Lillian D. Pearsall, Miss Eleanor Moore, Miss Bertha M. Martin, Miss Hattie G. Ransome, Miss Allegra S. Davis, Miss Mignon T. Stalling, Miss Lenora Johnson, Miss Rosa Lee Murphy.

Williard Junior High School

Mr. Thomas M. Ringer, Mrs. Carrie B. Parker.

Maple Hill Junior High School

Mrs. Naomi Baxter, Miss Mattie L. Fikes.

Elementary School

Mrs. Marthe Hand-Moore, Mrs. Gaylee Lowery, Mrs. Hollie M. Holmes, Mrs. Helen F. Hall, Mrs. Rosa B. Shaw, Mrs. Carrie S. Ballard, Mrs. Lillie M. Billingslea, Mrs. Margaret B. Loftin, Miss Thelma Brewington, Miss Valdosia James, Miss Bettie Farrior, Miss Mary Newkirk, Miss Gladis Montague, Miss Allie Mae Fennell, Miss Sadie Williams, Miss Willie Hayes, Miss Margaret Hopkin.

PERSON COUNTY

Person County Teachers

Mrs. Pearl Nelson, Mr. Robert L. Hairston, Miss Gracie D. Brooks, Miss Beatrice Clayton, Mrs. Alice O'Daniel Ragner, Mrs. Ometa R. Jones, Mrs. Monnie H. Glass, Rev. George W. Thomas, Mr. Brisbane H. Umstead, Miss Annie L. Allen, Mrs. Ethel Kelly, Mrs. Lucy A. Mason, Mrs. Sadie R. Dunn, Mrs. Clara M. Jones, Mrs. Cora M. Lytle, Mrs. Benie Cates, Miss Vivian D. Burton, Mrs. A. Iris Baird, Mrs. Mabel Brooks Gerst, Miss Elma J. Hester, Mrs. Mary Amis Thomas, Rev. A. B. Whitlock, Miss Pauline Tuck, Miss Ethel L. Tuck, Mr. Clarence E. Lytle, Mrs. Lula Harris Schooler, Miss Lillian M. Woods, Miss Sudie Foy Villines, Miss Lottie Villines, Mrs. Lucy A. B. Barnett, Mrs. Rosetta V. Thompson, Mrs. Addie Graves, Mrs. Augusta Graves Hudson, Miss Willie Roberts, Miss M. A. Allen, Mrs. L. S. Jones.

Person County Training School

Mrs. Juel O. Boyd, Mrs. Pearl E. Burton, Miss Sarah Brandon, Miss Pauline Hamlet, Mrs. Earl C. Herring, Miss Bertha E. Saunders, Mrs. Maggie J. Harris, Mrs. Mary J. Owens, Miss Beatrice L. Harris, Miss Ellen D. Hester, Miss Annie L. Perry, Mrs. Alice B. Ford, T. C. Tillman, Mrs. Ruby T. Hester, Mrs. Gladys C. Rivers, Mrs. Salomie J. Mials, Miss Pecolia B. Hester, Miss Mabel E. Williams, Mr. R. J. Douglass, Mr. R. Singletary, Mrs. Ruth J. Tillman, Miss Ethel E. Leath, Miss Mernelle M. Graves, Mrs. Hilda H. Fountain, Mr. A. W. Jones.

PITT COUNTY

Pitt County Teachers Association

Miss I. M. Donnell, Miss Mary B. Dupree, Miss Sudie Savage, Mrs. Selena Lang, Mrs. Mae Belle Dupree Burney, Mr. S. A. Bowe, Mrs. A. B. Taft, Mrs. Bethany Wilson, Mrs. Flora Little Price, Mrs. Halese Caraway, Mrs. Christine Mills, Miss Rosa Lee Harris, Miss Annie Ruth Ebron, Mrs. Eva P. Jones, Mrs. Westry H. Warren, Miss Stella Mae Dixon, Miss Sallie A. Phillips, Mrs. Mazella T. Burney, Miss Essie Timmons, Miss Lillian Alexander, Miss Mamie E. Carney, Mr. Lafayette Williams, Mrs. Hattie Forbes, Mrs. Fannie Jackson, Mrs. Mattie K. Strong, Miss Eva T. Maye, Miss Josephine Brasswell, Mrs. Alphonzo Winslow, Miss Rosalie Moore, Mrs. Ellen B. Gorham, Mr. H. R. Reaves, Mrs. J. M. Reaves, Miss Melba McKinney, Miss Sudie Paige, Mr. Charles M. Anderson, Mrs. Ellen M. Anderson, Mr. Matthew Lewis, Mrs. Christine Lewis, Mrs. Acquilla Jenkins, Mr. C. C. McGlone, Mr. C. L. Bembry, Miss Viola Vines, Miss Ruby Cobb, Mrs. Odessa Leach, Mrs. Maggie Woodard, Mr. C. R. Daniels, Mrs. Henrietta King, Miss Thelma Gray, Miss Cherry Bell, Mrs. Dora M. Tillett, Mrs. Anna Mason.

Simpson School

Mr. E. S. Parker, Mrs. Fannie Parker, Mrs. Martha Boyd, Mrs. Hattie G. Thompson, Mrs. Thelma Elliott, Mamie G. Garrett, Mrs. Mamie Paige Hall.

Pitt County Group

Mr. E. A. Elliott, Miss Clara Jordan, Mr. Isaac Jordan, Mrs. Cora Artis, Mrs. B. M. Chance, Mrs. E. W. Hebron, Mrs. M. L. Blount, Miss Mattie Dupree.

C. M. Eppes High and Fleming Street Elementary Schools

Mrs. Madge B. Allen, Mrs. Annie H. Armstrong, Mrs. Cherie F. Aartis, Mr. David A. Barnhill, Miss Doris Bell, Mr. Chester L. Bradley, Miss Bernice Brett, Mrs. Lena B. Brown, Miss Beatrice C. Chapman, Mrs. Council V. Chase, Mrs. Nena W. Cherry, Mrs. Daisy R. Daniels, Mrs. Selena L. Davenport, Mr. W. H. Davenport, Mrs. Lena V. Foreman, Miss Lottye L. Graye, Mrs. Elizabeth E. Johnson, Miss Ruth E. Johnson, Miss Irma L. Joyner, Miss Dolie A. Keyes, Miss E. Louise McConnell, Miss A. Louise Morgan, Mrs. Evelyn P. Norris, Mrs. Rosalyn E. North, Mrs. Mattie B. S. Parker, Miss Flora A. Phillips, Miss Sadie I. Saulter, Mrs. Lula S. Simmons, Miss Willie V. Small, Mrs. Lillie R. Taylor, Miss Hilda P. Thompson, Mrs. Mildred G. Thompson, Miss Minnnie P. Turner.

Winterville High School

Mrs. M. F. Jones, Mrs. L. M. Perkins, Miss E. L. Harris, Miss Z. E. Turnage, Mrs. D. E. Ivey, Mrs. S. H. Taylor, Miss Grace Jones, Mr. I. A. Artis, Claude L. Taylor, Mrs. P. S. Gardner.

Bethel High School

Mr. J. H. Carraway, Principal; Mrs. A. F. Spence, Miss J. V. Harris, Miss S. L. Suggs, Mr. D. D. Burge, Mrs. W. G. Williams, Mrs. L. E. Spells, Mrs. P. C. Ward, Miss L. M. Garrett, Mrs. E. S. Lloyd, Mrs. L. W. Coburn, Mrs. M. T. Carraway, Mrs. N. B. Hyman Welch.

Pitt County Training School

Mrs. O. A. Dupree, Mrs. E. D. Daniels, Mrs. G. W. Logan, Mrs. K. M. Keyes, Mrs. C. A. Chance, Mrs. P. B. Ruffin, Miss J. M. Jones, Miss C. N. Holton, Miss M. J. Kelly, Mr. K. E. Broadhurst, Mr. J. W. Maye, Mr. O. A. Dupree, Principal.

POLK COUNTY

Polk County Negro Teachers Association

Prof. W. M. Massey, Jr., Mrs. Della H. Davenport, Mrs. Esther Wilkins, Mrs. Sadie McIntire, Mr. Louis W. Thompson, Jr.

Tryon High School

Mrs. R. E. Patton, Miss O. B. Wiggins, Mrs. H. H. Hannon, Mrs. L. R. Boulware, Mrs. E. D. Robinson,, Jacob Ayers Tillman.

RANDOLPH COUNTY

Trinity School

Mr. A. F. McAdora, Miss E. J. Hill, Miss O. Rankin, Mrs. H. H. Tiller, Mrs. L. M. Davis,

County Unit

Miss Ethel Green, Rev. McLease.

RICHMOND COUNTY

Capital Highway High School

Prof. J. W. Mask, Principal; Mr. J. H. Cobb, Mrs. A. T. Nelson, Miss C. I. Fort, Mr. J. A. Streater, Mr. E. E. Henry, Miss G. C. Wyatt, Mrs. F. P. Mask, Mr. Roland D. Clark, Mrs. Addie F. Harris, Mrs. J. C. Hillian, Mrs. C. J. Lawson, Mrs. Hattie J. Henderson, Mrs. Sadie R. Jenkins, Miss Roberta G. McNeil, Mr. Fred W. Douglas, Mrs. Vela D. McEachern, Mrs. A. C. McRae, Mrs. Bernice Lassiter, Miss Tero Martin, Mrs. Roy Mae McEachern, Miss Mae H. Daugherty, Mrs. Serwillis J. Watts.

Hoffman School

Mr. A. W. Perkins, Principal; Miss Susie P. Arrington, Miss Lillian A. Byrd, Miss Theola Bethea, Mrs. Bettie B. Gaskins.

Rockingham High School

Prof. J. M. Hodge, Principal; Mrs. H. T. Bowens, Mrs. E. T. Caldwell, Miss M. L. Caldwell, Miss E. F. Flack, Miss L. B. Gordon, Mr. H. H. Hill, Miss W. M. Hines, Mrs. C. M. Hodge, Miss D. B. Howze, Mr. J. O. Johnson, Miss M. M. Leake, Miss E. L. Mumford, Mrs. O. M. Sawyer, Miss D. M. Spears, Miss A. W. Thompson, Miss V. E. Wall, Mrs. J. W. Watkins, Mrs. A. S. Williams, Mrs. E. E. Williams.

ROBESON COUNTY

Redstone High and Elementary School

Dr. J. H. Hayswood, Principal; Mrs. Isadore Spearman, Mrs. Mamie McMillan, Mrs. Atalenta E. Lewis, Mrs. Alise S. Bryan, Mrs. Fleming C. Scipio, Mrs. Maggie B. McLeod, Mrs. Jennie E. Allen, Miss Annie N. Smith, Miss Elizabeth S. Smith, Miss Mildred S. Bostic, Miss Nancy D. Lewis, Mrs. Wm. McK. McNeill.

Hilly Branch High School

L. V. Jones, Principal; Mrs. Blanche W. Houston, Mrs. Luesther T. Edens, Mrs. E. E. Woodard, Miss V. F. Nelson, Miss Elizabeth Yvonne Miller, Miss Mabel M. Bingham, Miss B. L. Saunders,, Miss E. L. Powell, Miss Tempie Tolbert, Mr. S. P. Woodard.

Red Springs High School

Mr. J. T. Petersonn, Principal; Mrs. K. M. Peterson, Miss G. E. Lomax, Miss H. L. Chambers, Miss A. R. Cannady, Miss S. S. Lashley, Miss M. V. Jackson, Miss E. E. DeVans Mrs. P. V. Graham, Mrs. P. J. Davis, Mrs. E. C. H. McNeill, Miss D. T. Littlejohn, Mrs. Cora L. McEachin, Miss Johanne McPhaul.

Saint Pauls High School

Mr. J. E. Bryan, Principal; Mrs. S. G. Shaw, Miss M. A. Joyner, Mr. H. McKoy, Mrs. L. R. Sutton, Miss D. O. Cuthbertson, Miss B. D. Swain, Miss E. E. Harris, Mrs. C. W. Deavers, Mrs. M. C. Greene, Mr. R. J. DeVane.

Cedar Grove School

Mr. F. D. King, Principal; Mrs. E. H. Young. Mrs. Theressa P. Thompson, Mrs. Rosa M. White.

Pleasant Grove School

Mrs. Zeilphia McNair Waugh, Principal; Mrs. Sadie McNair Shepard.

Pleasant View School

Mrs. Pauline Brown, Mrs. Stallis M. Morgan, Miss Susie M. Williams, Mr. S. E. McKoy.

Marietta School

Mr. L. E. Spencer, Principal; Mrs. C. H. Pittman, Mrs. A. G. Spencer, Mrs. E. A. Ford, Mrs. M. A. Houston, Mrs. E. S. Cunningham, Mrs. N. B. McKay, Mrs. E. P. Peace, Miss Rosa McCollum, Mr. T. Sharpe, Mr. W. R. Parker, Mrs. M. B. Hagins, Mr. J. H. McCallum, Miss Ruby Davis, Miss Wilhelmena Powell, Mrs. H. M. Alston, Mr. H. J. Hayes, Miss N. R. Singletary, Miss L. D. Haskins, Mrs. M. P. Stroud, Mrs. E. C. Bradshaw, Miss S. J. Crisp, Miss Vera Greene.

Lumberton City Unit

Mr. George H. Young, Principal; Pazava Hill, Annie Lee Howard, Georgianna B. Little, Inez McNeill, Ura High Fowler, Carlotta Spearman, Maggie B. McLean, Elma Geraldine Howard, Katie B. Anderson.

Rowland Southside High School

Mr. W. J. Cochran, Principal; Miss Mary O. Cunningham, Mrs. Seavy B. Medford, Miss Beatrice L. Fowler, Miss Emma R. Speller, Miss Rosa B. Pettice, Miss Eleanor G. McQueen, Miss Maude Downing, Mrs. Octavia S. Merritt, Mr. E. C. Moore, Miss Doris O. Robinson, Mrs. Mary G. Carter, Miss Willie B. Blair.

Beauty Spot School

Mrs. Alzada Ivey, Mrs. Lena T. Odum, Mrs. Lucile Crosby, Mrs. Bessie C. McNair, Mr. J. O. Scipio, Principal.

Gaddysville School

Mrs. Sallie D. Hamer, Miss Mary B. McDougald, Miss Addie L. Bell.

McDonald School

Mrs. Odessa F. Johnson, Mr. G. C. Murphy.

Persimmon School

Mrs. Cora L. Burgess.

John Lewis School

Mr. J. F. Lessane, Principal, D. L. Little, Miss Clara Humphrey, Mrs. M. Lessane, Miss N. Atkinson.

Maxton High School

Mr. R. B. Dean, Principal; Mr. L. C. Cottingham, Mr. S. B. Peace, Mrs. Sadie O. Burton, Miss F. Ruth Edwards, Miss Elsie B. Hairston, Miss Lucy M. Hayes, Mrs. A. O. Hawkins, Miss Eva C. Holloway, Miss Loeria T. Martin, Miss M. Jean Moore, Miss C. L. McCoy, Miss L. M. McMillan, Miss E. M. B. Spivey, Miss Mildred C. Wall, Mr. Henry K. Grotan, Principal; Miss Mary McKoy, Mrs. Cora McNeil, Mrs. Agenora Kendall, Mr. J. D. D. Thompson, Principal; Mr. P. P. Johnson, Mrs. Luberta Thompson. Mrs. Kazee McCrae, Mrs. Martha Merritt, Mr. G. W. Hawkins, Principal; Mrs. G. W. Hawkins, Miss Eddie Wall, Mr. J. W. McKoy.

Robeson County Unit

Miss Beatrice McCallum, Miss Louvania Leggett, Mr. Edward Rayford.

Procterville School

Mrs. Sylvia Whiters, Mr. Berry O. Wilcox, Miss Ida Jones, Miss Mary Moore, Miss Celestine Bryan, Mrs. Amy Crawford, Mrs. Iola Gavin.

Sahron School

Mrs. Sadie Douglass, Mrs. Georgia Lashley, Mrs. Janie Harrington, Mr. Malloy Wright.

Panthers Ford School

Mrs. Catherine Hargrove, Mrs. Ruby Suggs, Mrs. J. P. Chochrane, Mrs. Joseph Gellespie, Miss Harlee Howell, Mr. Henry Williams, Mrs. Eva B. Williams, Miss Pearl Brewington, Mrs. Pearl Ruffin, Mrs. Ethel Hayswood, Supervisor; Mrs. Leota Etheridge, Mr. G. C. Corbin, Mrs. Dora Gavin, Mrs. Beulah Murchison.

ROCKINGHAM COUNTY

Madison High School

John W. Dillard, Principal; Mabel Mayle Dillard, Gertrude C. Chapman, Mattie C. Peoples, Henry C. Hairston.

Leaksville Township School

Mr. L. E. Davis, Principal; Mrs. Ethel Barnhill, Mrs. Beulah M. Boyd, Mrs. Ruth N. Fisher, Mrs. Madelina A. Gee, Mrs. Anita Hairston, Mrs. Pecola Long, Mrs. Jerlean Schuler, Mrs. Ophelia R. Simpson, Mrs. Alma Taylor, Mrs. Lottie Whitsett Miss Effie Johnson, Miss Adele Pickard, Miss Mozelle Roberts, Miss Lillian Ward, Miss Consuella Williams, Miss Sara Williamson, J. D. Chalmers, H. C. Coleman, C. E. Fowlkes, W. F. Jordan, H. L. Lassiter.

Washington High School

Mr. S. E. Duncan, Principal; Miss D. Davis, Miss L. G. Koger, Miss V. E. Harris, Mrs. T. M. Burwell, Mrs. C. F. Williams, Mrs. M. A. Coleman, Mrs. W. E. Watson, Mrs. A. E. Johnson, Miss V. A. Lassiter, H. G. Faucette, J. W. Sapp, C. C. Griffin, A. N. McCoy, H. E. Griggs, D. S. Kelley, Mrs. E. M. Rogers, Mrs. M. M. Stewart, Mrs. I. H. Duncan, Mrs. M. G. Johnson, Miss O. M. Mills,, Miss D. E. Dunlap.

Branch Street School

Mrs. L. B. Powell, Mrs. H. P. Zoller, Miss T. E. Koger, Mrs. G. B. McRae, Mrs. M. K. Watkins, Miss L. A. Shoffner, Mrs. K. M. Ellington, Mrs. W. P. Core, Miss S. Wilkerson, Mrs. S. P. Ware, Mrs. E. B. McCoy, Miss S. A. Dillard, Miss M. F. Harvey.

Race Track School

Mrs. B. C. Totten, Miss E. Saunders.

Rockingham County Unit

Mrs. Mary Stuart Frazier, C. G. Watkins, C. L. Richardson, Mrs. Margaret Coletrain, Mrs. Mary Peoples, Miss Pearl Allen, Mrs. Nannie Thomas, Mrs. Abigail Hayden, Mrs. Nannie Alston, Mrs. Lillie G. Neal, Mrs. Richetta Clark, Miss Ethel Hamlin, Mrs. Lillie K. Dobbs, Miss Jessie A. Fowlkes, Mrs. Alverta Crisp, Mrs. Emma W. Lambert, Mrs. Anna D. Foye, Mrs. Carsie B. McCollum, Mrs. Leona Mae Martin, Mrs. Maggie C. Mark, Mrs. Ida W. Washington,, Mrs. Mildred Hannon, Mrs. Lester Montgomery, Mrs. Louise Faucette, Mrs. Annie Stokes, Mrs. Julia Mullens, Miss Millie Lindsey,. Mrs. Alice D. Hall, Mrs. Annie M. Vaughn, Miss Blanche B. King, R. E. Lowe.

ROWAN COUNTY

Livingston College

President, W. J. Trent, Mr. M. R. Brooks, Mrs. Juanita L. Burnside, Mrs. Anne S. Drew, Mrs. Julia B. Duncan, Mr. W. H. Edwards, Dean F. D. Drew, Mrs. Hattie N. Flack, Mrs. M. H. Graves, Miss Charlotte M. Hunter, Mr. K. A. Johnson, Miss Spellman L. Lane, Mr. J. S. Lash, Miss Lottie M. Lyons, Miss Sophie P. Nelson, Mr. E. Peterson, Dean J. H. Satterwhite, Mrs. Josephene P. Sherill, Miss Hazell Thornton, Mrs. Eloise M. Simpson, Rev. W. Q. Welch, Miss Rena J. Weller, Mr. C. W. Wright.

Monroe Street School

Miss Annie R. Lowery, Principal; Miss Marie A. Davis, Mrs. Beulah R. Gibson, Mrs. Florence J. Harris, Mrs. Nonie S. Johnson, Mrs. Nannie J. Lash, Miss Callie Montgomery, Miss Vina E. Wilson, Miss Lottie Mae Smith, Miss Willie Mae Clingham.

Price High School

Prof. L. H. Hall, Principal, Mrs. Abna A Lassiter, Miss E. Beatrice Riggs, Mrs. Grace C. Teamer, Miss A. E. Marie Weeks, Miss Swannie E. Evans, Mrs. Justine T. Henderson, Miss Alta M. Clarke, Miss Mildred M. Jordan, Mr. O. C. Hall, Mr. William Jarrett, Mrs. S. W. Lassiter.

Rowan County Unit

Mrs. Rose D. Aggrey, Supervisor, Mrs. Florence Bailey, Mrs. Mary Ramseur, Mrs. Rosalie F. Wyatt, Mrs. Madie Gibson, Mrs. Mary Biggers, Mrs. Beatrice Powe, Mrs. Adelaide Carson, Mrs. Mabel Payden, Mrs. Corrinne Tutt, Mrs. Willard Powe, Mrs. Creola Goodman, Mr. Price Brown.

Mr. Isaiah McLean, Miss Willie E. Davis, Miss Maggie L. Knox, Miss Margaret Houston, Miss Beatrice Cowan, Hiss Hazel Mack, Miss Christine Martin, Miss Mabel Kelly, Miss Ernestine Carson, Miss Leola Croom, Mrs. Pauline Morton, Mrs. K. J. Randall, Mrs. Bessie Smith, Mrs. Sallie Robertson, Mrs. Almo Ross, Mrs. Max Gibson, Mrs. Gladys Lewis, Mrs. Geneva Oglesby, Mrs. Eleanor Johnson, Miss Rosebud Aggrey, Miss Myrtle Peak, Miss Annie B. Wilson, Mrs. Della Caple Powe, Miss Ola Gaddy, Miss Annie B. Parker, Rev. Wm. Wyatt, Mrs. Constance Little, Mrs. Claudie Caldwell, Mrs. Lillian Wilson, Mrs. Berthenia Allison, Mrs. Lillian Reid, Mrs. Makepeace Long, Mr. Charles McCormick, Mrs. Odessa Carr, Mrs. Lillian Simpson, Mrs. Sadie Fair, Mrs. Lena Duncan, Mrs. Cora White, Mr. M. T. Wallace, Miss Alice Ellis, Miss Irene Graham, Miss Sara Yokley, Miss Lavolia Vails.

New Hope School

Mr. C. A. McDougle, Principal; Mrs. H. Walker, Miss M. E. Joyner, Mrs. L. R. McDougle, Mrs. A. R. Wellman, Mrs. E. F. Avery, Mrs. M. T. Carpenter, Mr. H. E. Pickard, Mrs. A. K. Thornton, Miss M. E. Whitfield, Mrs. Q. P. Varner, Mr. V. C. Ramseur, Mrs. M. M. Pettiford.

Rutherford County Unit

Mrs. Blanche Curry, Mrs. M. Sue Gardner, Miss Ruth Lynch, Rev. D. A. Costner, Miss Helen Howell, Miss Lillian Woods, Miss Blanche Hicks, Miss B. M. Young, Miss E. M. Webster, Miss R. E. Lawrence, Miss G. M. Costner, Mrs. Frances Carnegie, Mrs. Sadie Hinton, Mrs. L. C. Meachem, Mr. L. C. Meachem, Mrs. J. W. Davis, Mrs. Leola D. Watson, Mrs. Leola D. Watson, Miss M. B. Hoyle, Miss E. E. Logan, Miss M. K. Costner, Mr. P. W. Wellmon, Miss Lottie Daniels, Miss Kathleen Galloway, Mrs. Myrtle Johnson, Mrs. L. Doggett Watson, Miss Wilma Beebe.

SAMPSON COUNTY

Sampson County Training School

Mr. D. A. Thomas, Principal; S. J. Branch, Miss C. C. Little, Mr. Lecompte, Miss Hodges, Miss M. C. Faison, Miss M. C. King, Mrs. E. H. Sampson, Mrs. D. M. Rich, Mrs. I. E. Griswold, Mrs. Jones, Miss Lula S. Summerville, Mrs. M. D. Grady, Miss Sanders, Mrs. B. J. Thomas, Miss Catherine Gibson, Mr. Nathaniel Hinton.

Sampson County Unit

Rev. Charles E. Perry, President; Mrs. Daisy B. Adkins, Mrs. Maggie M. Allison, Mrs. Mary M. Allison, Mrs. Mary B. Anders, Robert Anders, Vinella Ashford, Maggie B. Barnes, Mildred Beamon, Mrs. Mary E. Berry, Thelma Agnes Boone, Annie Lou Boykin, Janie Mae Boykin, Mrs. Estelle B. Brown, Margaret S. Butler, Mrs. Daisy H. Caldwell, Annie Blanche Carr, Mrs. Blonnie B. Carr, Woodrow Carr, Mattie J. Cobb, Mrs. Lillie B. Coley, Mrs. Rosa W. Cooper, Mrs. Lille C. Cromartie, Mrs. Elva M. Culbreth, Mary E. Davis, Cato C. DeVane, Eva Mae DeVane, Margie DeVane, W. K. DeVane, Mrs. Maie McK. Faison, Cornelia E. Fennell, Mrs. G. Fennell, Mrs. Mary A. Fennell, Margaret A. Fisher, Mrs. Minneie W. Gillis, Mrs. Arletha B. Graham, Mrs. Flora DeVane Grantham, Mrs. Mavis, B. Harris, Anna F. Herring Naomi Herring, John M. Holmes, Maggie L. Hollingsworth, Mrs. Hazel H. Howard, Lane Mae Johnson, Jimmie B. Johnson, Mrs. Katie B. Jones. Martha A. Kelly Mrs. Callie H. Kirby, John I. Kornegay, P. M. Lee, T. Esther Lee, Mrs. Ernestine M. Lucas, Mrs. Allie B. Mathis, Reva Mae Matthews, Annie H. McKoy, Rebecca McLaurin, Mrs. Betsy P. McLean, Willie McLean, Albert F. Melvin, Mrs. Laddie B. Melvin, Mrs. Mae B. Melvin, Mrs. Lillie B. Merritt, Mrs. Sadie H. Merritt, Lettie B. Mitchell, Floria B. Moore, Mrs. Gerha C. Murphy, Mrs. Annye Ruth McNeill, Ella Louise Perry, Mrs. Emma Perry, Mrs. Isabell R. Peterson, Macyrene Peterson, Mrs. Selena S. Pierce, Mrs. Lila C. Powell, Mabel P. Powell, Powell, David L. Robinson, Mrs. Estelle S. Boykin, Mrs. Annie C. Sampson, Fannie W. Sampson, Sarah A. Smith, Mrs. Pauline M. Solice, Lula B. Spearman, Mamie B. Spicer, Pocahontas Stevens, Mrs. Helen B. Stewart, J. T. Stewart, M. Gertrude Summerville, Mrs. Bettie T. Tatum, Mrs. Clara B. Torrey, Lillie F. Troublefield, Beatrice L. Underwood, Mrs. Eva M. Walton, Mrs. Rosa B. Webb, Mrs. Wyomia P. Wiggins, Mrs. Eva S. Williams, Mrs. Effie B. Wright, Fannie E. Wright, Mrs. Hattie B. Matthews, Estelle Robinson, Nancy Boykin, Mres. Josie B. Moore, Minnie Lee Sampson.

SCOTLAND COUNTY

Laurinburg Institute

Mrs. Odessa S. Smith, Mrs. T. D. Erwin, Mrs. M. H. Moore, Mrs. T. E. White, Mrs. Joey M. McDuffie, Mrs. H. Hayes, Mrs. J. L. Bryant, Mr. P. Hall, Mrs. I. T. Smith, Mr. I. T. Smith, Mrs. E. B. Jordan, Mrs. A. M. Bethea, Miss Verdell T. McDuffie, Mr. J. C. Melton, Mrs. J. C. Melton, Mr. Albert M. Thompson, Mrs. Malletta P. Hines, Mrs. W. S. Sanders, Mrs. E. H. Zeigler.

Scotland County Unit

Mrs. Thelma McKoy, Miss B. Davis, Mrs. Elouise Pate, Mrs. S. B. Jones, Mrs. Dorothy Morris, Miss A. M. Wade, Miss L. Williams, Mrs. Rebecca S. Dockery, Mrs. C. A. Fletcher, Rev. S. McIver, Mrs. C. P. McIver, Miss C. Campbell, Miss Alice Parker, Miss Lorlena McRae, Mrs. Ethel Perry, Mrs. L. B. Stults, Mrs. B. D. Long, Mrs. Maggie Lucas, Miss Flossie McNair, Mrs. Cecil Evans, Mr. L. L. Gwynn, Rev. A. Ewing, Mr. C. E. McKoy, Mrs. E. M. Pridgen, Mr. Geo. F. Gibson, Miss Estella McMillan, Miss Mamie McMillan, Mrs. W. P. McEachin, Mr. L. W. Townsend, Mr. George A. A. Page, Mrs. L. B. Wade, Mr. Robert B. McDowell, Miss Hattie L. King, Mrs. Juanita Price, Mr. P. B. Price, Miss Lillie Shaw.

Laurinburg Unit

Mr. I. Ellis Johnson, Miss Edith Troy, Mrs. D. A. Davis, Mr. A. L. Davis, Mrs. A. M. Oxley, Mr. E. M. McDuffie, Jr., Mrs. Z. Louise Malloy. Mr. S. G. Littlejohn.

STANLY COUNTY

Kingsville High School

Mr. H. C. Gore, Principal; Mrs. V. F. Christian, Mrs. G. C. Rush, Mrs. C. A. Whittaker, Miss W. J. Falls, Miss Elveta Feemister, Miss E. M. Williams, Miss G. B. Lennox, Mrs. H. C. Gore,

Badin High School

Mr. J. W. Campbell, Principal; Mrs. A. T. Campbell, Mr. L. C. Colson, Mrs. P. V. Barringer, Mrs. L. W. Donaldson, Mrs. M. G. Kemp, Mrs. B. W. Lowe, Mrs. E. T. McNeil, Mrs. G. E. Wall, Mrs. A. H. Taylor.

Norwood School

Mr. S. S. Carpenter, Principal; Miss Willie E. Rush, Miss J. E. Dobbins, Miss M. D. Brown, Miss F. I. Hunter, Miss M. E. Ingram, Mrs. L. M. George, Mrs. F. M. Carpenter, Mr. A. W. Mitchell.

STOKES COUNTY

Mr. T. L. Williams, Mrs. Mary J. Scales, Mrs. Crissie Tolliver.

SURRY COUNTY

Mount Airy Unit

Ararat School

Mr. L. H. Jones, Miss L. S. Johnson, Mrs. E. G. Edwards, Miss J. I. Johnson, Mrs. M. A. Thomas, Miss G. I. Jones, Mrs. P. M. Cunningham, Miss M. L. Vick, Miss W. E. DeLane, Mr. F. M. Jones.

Surry County Unit

Miss Pearl El Ellis, Mrs. Lola C. Morgan, Mrs. Julia C. Flowers, Miss Josephine Massey, Mrs. J. S. Thomas, Mr. Robert Ceaser, Miss Geraldine East, Mr. Fred Davis.

UNION COUNTY

Winchester High School

Mr. J. W. Graham, Principal, Mrs. E. M. Alston, Mrs. P. N. Barbour, Miss Artelia Barnes, Miss A. C. Chrestfield, Mrs. L. C. Creft, Miss Hopie N. Dawson, Mr. J. W. Graham, Miss Mary Holt, Mrs. M. L. Lawson, Mrs. V. Perkins McCauley, Mrs. W. John Montgomery, Mrs. M. L. Oglesby, Mrs. D. E. Simmons, Mrs. E. Carter Smith, Miss Aurelia Williams.

Union County Unit

Western Union High School

Mrs. Esther Mae Anthony, Mrs. A. L. Montgomery, Mrs. Bertha Figures, Mrs. Lutheni Sims, Mrs. Flora Grace Perry, Mrs. Emma McManus, Mr. L. A. Baker, Mrs. Blanche Jeter Blount, Mrs. Mary J. Staton, Mr. D. A. Oglesby, Mrs. Mary W. Chambers, Miss Melvina Blount, Miss Odessa Blount, Mr. H. B. Perry, Mrs. Mamie Carr, Mr. P. W. Baucum, Mrs. Gertrude Baucum, Mr. T. A. Little, Miss Helen Chambers, Miss Beulah Clegg, Mrs. Jennie W. Hager, Miss Parthenia Chambers, Mrs. Pearl Chambers.

J. W. Brown, P. F. Bolden, Miss Cora L. Bennett, Mr. T. A. Little, Miss Beulah Clegg.

Gullidge School

Mrs. Mildred G. Chambers.

VANCE COUNTY

Central Graded School

Mr. Edwin D. Johnson, Principal; Mrs. D. A. Hawkins, Mrs. G. L. Ward, Mrs. M. L. Poole, Miss Perline Brame, Miss S. P. Eaton, Miss Estelle Nichols, Mrs. Jamesena G. Smith, Miss J. J. Young, Mrs. M. J. Hight, Mrs. M. B. Williamson, Mrs. J. Foster, McKesson, Mrs. T. S. Eaton, Mrs. Ruth Yeagan, Mrs. V. O. Steele, Mrs. L. G. Jordan, Mrs. A. R. Bullock, Mrs. J. W. Yarborrough, Mrs. Mary A. Eaton, Mrs. Mary Ida Stamper, Mrs. M. L. Parham, Miss Elizabeth Burt, Mrs. L. B. Yancey, Mrs. M. L. Harris.

Vance County Unit

Cephas Springs

Rev. C. H. Williamson, Mrs. Flossie K. Amos, Mrs. Maggie H. Turner.

Dabney School

Mr. A. A. Lane, Miss Hennie L. Peele, Mrs. Elnora B. Brown, Mrs. Sarah T. Lewis, Miss Annie M. Henderson,.

Dickies Grove School

Mrs. Edna M. Bryant, Miss Queen E. Davis, Mrs. Gladys C. Massenburg, Mrs. Cassie A. Wright.

Greystone School

Miss Lucy A. Eaton, Mrs. Katie C. Smart, Miss Mary Brame.

Middleburg School

Mr. James R. Barnes, Mrs. Violet, M. Bullock, Miss Mabel L. Parlin, Mrs. Violet B. Saunders.

Sandy Grove School

Rev. W. B. Westbrook, Miss Jennie V. Green.

Kittrell School

Miss Lucy C. Thorpe, Miss Mamie L. Mills, Mrs. Henrietta C. Hatton, Mrs. R. M. Westbrook, Mrs. H. S. Anders.

Nuttbush No. Two

Rev. R. D. Bullock, Jr., Miss Charity Henderson.

Townville School

Mr. W. E. Williams, Mrs. Rosetta C. Mason, Mrs. Elizabeth B. Bullock, Mrs. Elizabeth H. Bullock, Mrs. Merlyn V. W. Jones, Miss Mary Evans.

Williamsboro School

Mr. P. H. Lewis, Miss Mabel S. Wyche, Mrs. Annie G. Wyche, Mrs. Ethel H. Clements, Miss Annie E. Garnes, Miss Esther M. Bullock.

Nut Bush Branch School

Miss M. C. Tucker, Mrs. Elizabeth Parham.

Woodworth School

Mrs. Virginia Green.

Mount Pleasant School

Miss Alice B. Green, Mrs. Lucy J. Perry, Mrs. Carrie H. Sewell, Mrs. Ethel L. Adams, Mrs. Nellie W. Barnes, Mr. L. M. Hatton.

Brookston School

Mrs. Mary Ella Brown, Miss Anril Lewis.

WAKE COUNTY

Shaw University

Mr. Lorenzo W. Addison, Mr. S. A. Barksdale, Mr. L. H. Cook, Dr. Robert P. Daniel, Mrs. E. Scott Eason, Miss Marguerite S. Frierson, Dr. Nelson H. Harris, Mrs. B. Yancey Jervay, Mr. James E. Lytle, Jr., Miss Mary A. Miller, Mr. Foster P. Payne, Mr. H. C. Perrin, Mrs. Esther H. Reed, Mrs. George Snowden, Mrs. C. M. Thomas, Mr. J. L. Tilley, Mrs. S. W. Yergen, Miss R. A. Young.

Saint Augustine's College

Mr. John Hope Franklin, Mr. Earl McClenny, Mr. Paul McStallworth, Mr. L. W. Roberts, Dean Cecil Halliburton.

Washington High School

M. W. Akins, Principal; John Henry Brown, Miss Rose Lee Bryant, Miss Margaret B. Bugg, Mrs. J. M. Clanton, Mrs. Etel L. Clark, George Van Hoy Collins, Miss E. Elizabeth Duren, Miss Ida M. Evans,, Washington High School, Mrs. Aurelia W. Franklin, Mrs. Gertrude H. Harris, Miss Jeanette Hicks, M. C. Hill, Henry Thomas Johnson; Mrs. E. May Morgan Kelly, Mrs. F. V. Latham, Mrs. Alberta Levingston, J. C. Levingston, J. L. Levister, Miss Maye E. Ligon, Miss Margaret McAdoo, Mrs. Louise F. Perrin, R. Herndon Toole, Mrs. Susie V. Perry, W. W. Smith, P. H. Williams, Miss E. M. Yeargin.

Washington Elementary School

James Baker, Miss Ruth N. Battle, Mrs. L. D. Brandon, Mrs. Geneva P. Brown, Miss Helen Davis, Mrs. L. P. Eaton, Mrs. Nannie W. Fuller, Miss Martha Y. Hayes, Miss Martha Y. Hayes, Miss Octovia W. Hayes, Mrs. Mildred T. James, Miss P. M. Love, Mrs. Faye Peace Maye, Miss Nannie H. Morgan, Mrs. C. M. Prather, Mrs. G. Y. Reid, Miss Fannie J. Sims, Mrs. K. L. Thomas, Mrs. Anna Price O'Kelly, Mrs. Eva P. Wiley, Miss Louise Redd Williams.

Crosby-Garfield School

Mr. W. H. Fuller, Principal; Miss H. N. Evans, Miss M. E. Elliott, Miss S. M. Grice Miss L. M. Hunter, Miss M. T. Brooks, Mrs. A. H. Logan, Mrs. M. Y. Jones, Mrs. M. A. Culler, Mrs. E. O. Shelton, Mrs. A. T. Williams, Mrs. M. A. Gorham, Mrs. G. S. Watts, Mrs. M. R. Roberts, Mrs. M. E. Atkins, Mrs. M. A. Smith, Mrs. J. A. Todd, Mrs. C. T. Prince, Mrs. M. E. Watson, Mrs. B. A. Butler, Miss C. E. Christmas.

Lucille Hunter School

Mrs. Julia A. Williams, Principal; Mrs. C. B. Ligon, Mrs. Celia J. Wortham, Mrs. Ethel H. Hunt, Miss R. H. G. McCauley, Mrs. Lucille Bryant, Miss Dorothy S. Lane, Mrs. Gila Harris, Mrs. A. E. Somerville, Mrs. A. G. Logan, Mrs. O. L. Hardie, Mrs. A. E. Jones, Mrs. D. B. Evans, Mrs. N. P. Frazier, Mrs. Mozelle P. Lane, Mrs. H. J. Stredwick, Mrs. H. T. Mitchell, Mrs. E. Allen Davis, Mrs. Marion Easterling, Mrs. Augusta H. Gray, Miss M. E. Phillips.

Berry O'Kelly School

E. A. Johnson, Principal; Mrs. Effie H. Ballentine, L. T. Brown, Mrs. Nellie Carter, Mrs. M. E. Cooper, Miss Hilda J. Greene, Mrs. Grace W. Horton, George W. Lee, Miss Everhardt M. Ligon, Mrs. Ethel B. Lytle, Miss Annie Mae Mangum, Mrs. Charlotte D. Mitchelle, Mrs. W. D. Moore, Wilbur Moore, Mrs. Maude E. Rishy.

Apex Elementary School

Mrs. Sadye Fogg Baldwin, P. A. Williams, Principal; Mrs. Ethel Paige Beasley, Mrs. Bessie O. Blue, Miss Mamie Evans, Miss Eula Iola Haywood, Miss Ethel Johnson, Mrs. Mabel M. Matthews, Mrs. Louise Cain Webb, Mrs. Alma A. Williams, Mrs. Elizabeth Harris Williams.

W. E. B. DuBois High School

Mr. L. R. Best, Principal; Mrs. D. A. Best, Miss A. L. Brewington, Miss R. M. Joyce, Miss T. V. Parker, Miss E. G. Schmoke, Miss V. L. Anderson, Mrs. M. B. Bell, Miss L. L. Coppage, Mrs. L. M. Murray, Mrs. M. M. Sinkler, Mrs. J. H. Pash, Miss A. Ruffin, Miss E. M. Tolliver, Mrs. B. M. Taylor, Miss E. J. Stroud, Miss V. O. Windley, Miss Vivian Irving, Mr. T. J. Culler.

Fuquay Springs Consolidated School

Joseph S. Davis, Principal; Mrs. J. L. Daly, Mrs. P. T. Atwater, Mrs. C. B. Justice, Mrs. J. C. Atwater, Mrs. S. R. Speed, Mr. L. M. Burton, Mrs. C. H. Winters, Mr. J. C. Speed, Miss J. S. Lee, Miss Annie M. Claigg, Mrs. H. A. Gill, Mrs. M. T. Capehart, Mrs. Minnie Slocum, Mrs. L. H. Watts, Mrs. M. H. Davis, Mrs. A. M. Walden, Mrs. V. H. Speed, Mrs. M. E. Mack, Miss B. O. Hawkins.

Garner School

Mr. Charles Albert Marriott, Principal; Mr. Ernest Lenwood Sanders, Mrs. Mary Bell Lewis, Miss Elizabeth Mae Jordon, Mrs. Bessie Walker Moore, Mrs. Annie Houston Rivera, Mrs. Martha Brett Jones, Miss Geneva Virginia Stroud, Mrs. Lottie Harris Rollins, Miss Gris Birdeman Lane, Mrs. Beulah Masssenburg Robinson,, Miss Tressis Thelma McCrimmon, Mrs. Len Nola McClain.

Lockhart School

Mrs. Dorothy P. Goodson, Mrs. A. T. Kearney, Mrs. Lovie Cotten Harris, Miss Leona B. Wilkins, Mrs. Rosa H. Birdsall, Miss Elizabeth A. Smith, Mrs. Odessa H. Roberts, Mrs. Mattie Hill Dunn, Miss Thelma L. Adams, Mrs. Vivian Harris, Mrs. Mary B. Sapp, Mrs. Cora Smith Henry.

Oberlin School

Mrs. Ethel C. Brewington, Miss Minnie Flagg, Mrs. Margaret Haywood, Mrs. Gloria K. Greene, Miss Amanda Rhone, Mrs. Mattie Kelly, Miss Margaret Harris.

School for the Blind and Deaf

Mr. J. T. Turner, Principal; Mrs. B. C. Pettiford, Miss Augusta Harris, Mrs. Maude Bass, Miss Ocia McMillan, Mrs. Hattie Edmondson, Miss Janie Mann, Mrs. Mildred Chavis, Mrs. W. A. Williams, Mrs. Nannie Gillespie, Mrs. Beulah Glover, Miss Fannie King, Mrs. Effie Whitaker.

Wake County Unit

Wakefield-Zebulon School

Miss E. Ernestine Lewis, Miss Whilhelmena Williams, Miss Dolores Skinner, Mrs. Marie S. Wilcox.

Wake County Group

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Creswell School

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NOTICE

At the last annual meeting of the Association April, 1943, in the Saturday morning Business Session, the teachers by unanimous vote changed the membership dues from one dollar to one dollar and fifty cents, including subscription to the Teachers Record. This was the rate prior to 1932—at which time the present Executive Secretary took over the office.

Schools, Units and individuals sending in memberships for 1943-1944 will please note the change.

RECEIPTS WILL BE MADE FOR

$1.50

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1944

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Official Publication of the North Carolina Negro Teachers Association

JUDGE ARMOND W. SCOTT
Municipal Court, District of Columbia
See article page 8

Published in January, March, May and October, by the
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My Petition

By Rose Leary Love
Biddleville School, Charlotte

Forgive them, Father, for they know not what they do,
From the heights of that lonely cross rang out those words so true.
And now again, O Gracious Christ, Thine own dear words I pray,
Forgive me for the many sins that I have done today.

By thought, by word and deed, Thy noble Life I've scorned
And pressed upon Thy blameless Head, the piercing crown of thorns.
But though I've been so sinful, for Thy mercy I do pray
Fervently with humble heart, Forgive me, Lord, today.

And grant, O Gracious Father, that I may always know
Thy wondrous Love follows me where'er I go.
And though I be the unworthiest of all mankind
Thy precious blood can wash away the sins that stain and blind.

Then at the last, O Kindly Christ, grant that I may rest
Forever in the homeland where only dwell the blest.
Safe from earthly trials, the weariness of strife,
Sharing in the triumph of Thine own immortal Life.

North Carolina Teachers Record

Official Publication *of the* North Carolina Negro Teachers Association

Volume XV | JANUARY, 1944 | Number 1

CONTENTS

Page

Health Education Now and in the Post War Period 2
By Jennie L. Douglass

The Roll of the Schools Today and Tomorrow 4
By Prof. A. E. Manley, *State Inspector Colored High School*

1944 8

Notes 8

Judge Armond W. Scott 8

Concerning District Meetings and Annual Meeting 9

A Joyous Heart (Poem) 9
By Rose Leary Love

Survey Science Problem 10
By Mrs. Lendora Yancy Brown

The Reflection of American Culture in American Education . . . 12
By Mytrolene L. Graye, M.A., *Principal, Fairview Elementary School, High Point, N. C.*

What Can a Teacher in a Rural School Do to Develop Within the Pupils of Grades 1-3 a Rhythm Consciousness? 14
By Elizabeth C. Jordan

Education Board Announces Rules 16

My Petition . . . . . Inside Front Cover
By Rose Leary Love

Membership Roll Corrections . . . . . Outside Back Cover

Necrology . . . . . Inside Back Cover

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Address all manuscripts for publication and all correspondence regarding membership, advertising, et cetera, to G. E. DAVIS, 301 Carmel St., Charlotte, N. C.

Health Education Now and in the Post War Period [1]

JENNIE L. DOUGLASS

Health Education Adviser to Colored Schools
School-Health Coordinating Service
Raleigh, N. C.

IT is imperative to keep in mind that a nation is no stronger than the the health of its people. Though a nation be rich in mineral wealth, water power, fertile soil, huge industrial plants and great financial organizations, it is a poverty stricken nation if the health of the people is poor. When health is gone all is gone.

In considering the important subject of Health Education now and in the post war period it has been thought advisable to discuss first, the need for health education, and then to tell something of the health education program now in effect with suggestions for the future.

THE NEED

During the first World War many problems of our social order disclosed themselves. Emergency programs were inaugurated to combat many of these problems which proved to be a menace to our war and social efforts. At the close of the war one of our national leaders said:

"Let us face it squarely, as a business people should. We have learned no end of a lesson; it should do us no end of good."

But it was to do us good only if we followed these problems through, and did something constructive to alleviate them. The cry, "back to normalcy," soon followed the peace and with it went many of the emergency programs established by the Federal Government. Included in these were the special health programs. Thomas L. Parran, Surgeon General of the United States Public Health Service, once said he had found it difficult to understand how it could be thought that the spirochete would go with the signing of the armistice. However, some philanthropic agencies and state governments tried to carry on this important work. Naturally, some states maintained better programs than others. So with the coming of the Second World War we find ourselves again faced with many of the same problems in greater or lesser degrees.

A few of the problems showing themselves twenty odd years ago and again today are: sanitation, tuberculosis, under-nourishment and malnutrition, venereal diseases, maternal and infant hygiene, physical defects left over from childhood, medical services, patent medicines, quacks and nostrums, superstitions, housing recreation and families too large for the family income.

PRESENT HEALTH EDUCATION PROGRAM

The very fact that these subjects again impede our war effort necessitates our attention and careful thought. It is gratifying that we have already learned a lesson and have begun to do something about it. Shortly after the first draft, President Roosevelt called together nutrition specialists and those closely allied to the field to a special nutrition conference. As a result an educational program of nutrition was immediately begun and much good is being derived therefrom.

Surplus commodities used in our school lunchrooms have enabled many children to get their first hot meal at school. Children who at one time failed to learn their lessons and were disciplinary problems became good pupils scholastically and showed improvement in behavior.

A special campaign to combat the venereal disease menace is under way, especially in defense areas. Much of this work is financed by State and Federal funds. A special grant from the Kellogg Foundation is making it possible to publicize venereal disease as an educational procedure and to train people for health education in special areas. The Venereal Disease Education Institute is located at the State Board of Health in Raleigh, North Carolina. The University of North Carolina, Yale University, and the University of Michigan have been selected as centers for training selected persons by special fellowships in health education.

The National Tuberculosis Association, through State, local and other agencies, is doing excellent work in the follow-up of tuberculosis suspects and of recognized cases of infection discovered during the selective service examinations. Conscientious case-finding programs have been instituted and doubtless many cases of tuberculosis will be discovered that would not have been found in times of peace.

Some of the state and county organizations are realizing the value of attaching persons to their staffs for the sole purpose of health education.

In North Carolina a School-Health Coordinating Service has been inaugurated. This is a joint project under the North Carolina Boards of Health and Education. It is the purpose of this organization to improve the health of the people of this state through a school-community program of health service, health instruction

1. Resume of a paper read at the Annual Convention of the National Negro Business League, Baltimore, Maryland, August 27, 1943.

and physical education. This program realizes the value of medical education for the people and is trying to educate people to use preventive measures, and to cooperate intelligently in curative measures. This organization is making a special effort to train the public school teacher both in pre-service and in in-service so that she might vitalize health instruction and help children and parents to make it a definite part of their improved living. A program of health instruction which teaches children what to do but does not give them opportunities for practice cannot be successful. The old Chinese proverb, "If you hear about a thing you soon forget it; if you see it done you remember part of it; if you do it yourself you remember it all," is always true.

The problem of medical services for everyone is still a matter of local concern. Some lay persons are proving that something can be done about the matter when people become health conscious. They are beginning to make better use of the local and state agencies in their follow-up programs. For example, the Negro schools of Goldsboro, N. C., planned a program for the correction of physical defects among school children. Through its local teachers a drive was sponsored to raise funds to be used in this effort. A splendid response was obtained from individuals and organized groups within the community. The fund was shared by all children in the four Negro schools of the city. The county health and welfare departments cooperated in the enterprise. As a result fifteen children were fitted with glasses, four had their tonsils removed, two were sent to the orthopedic hospital in Gastonia for attention, one boy entered the school for the blind, one had an operation to correct crossed eyes, and one small boy had a large tumor removed from his back. All children with a positive reaction to the tuberculin skin test were X-rayed.

The Kaiser plan of medical services as enjoyed by the workers and their families in the Kaiser shipyards in California helps to prove that good medicine can be brought within the reach of all. The penny a day hospitalization insurance initiated by Albert W. Dent while superintendent of Flint Goodridge Hospital enables people in New Orleans to get good medical care at little cost.

Many of our hospitals and our public health agencies, through special funds, offer free treatment to persons in need of attention. A large number of individuals are treated but there are still too many who do not know that such possibilities for treatment exist. Some, unfortunately, allow false pride to keep them from receiving help from the public health agencies because they have the mistaken idea that these agencies are only for the poor. Although they are without the necessary funds for private medical services they do not want to be classed in the group of those who need help. Some think that these departments only give "shots" for syphilis. Education is needed to improve the use of such facilities.

There must be an expansion of medical services bringing good medicine within the reach of all. Education for the proper use of hospitals and sanitariums must be stressed. A recent article, "Tuberculosis Among Negroes,"[2] states that Negroes have not been willing to take treatment or be isolated in a sanitarium or hospital until they were too ill to be ambulant. This, the writer states, is probably due in part to the fact that so many Negroes waited too long and died from the disease soon after they were hospitalized. Afraid of hospitalization they continue to spread the disease among their people to the extent that 26% of the deaths from tuberculosis in this country occur among Negroes. They must learn that "an ounce of prevention is worth a pound of cure."

The problem of housing is a contributory factor in the spread of disease and immorality. The Federal housing projects have been a Godsend to many of our communities. It is gratifying to observe, while traveling through the deep South, the enjoyment and pleasure coming to some through the new experience of living in a real house. Many of the social problems of illegitimacy, juvenile delinquency, sanitation, sexual promiscuity, come from overcrowded and poor housing facilities. A program of housing improvement in the future must reach the rural areas. People must be taught an appreciation for better homes and more sanitary living conditions with some desire and appreciation for beauty in their surroundings.

For consumer education the government has set up special machinery. However, some members of the public can quickly grasp this help while others need far more training than the agencies now have time or personnel to give. There must be consumer education opportunities for both the adults and for the children in school. They should learn how to spend the dollar wisely in the purchasing of commodities as well as the proper utilization of them which will bring greater benefits. Then, the proper utilization of physical resources is important. A year-round garden containing the foods essential to health, as well as chickens and a cow should be a part of each home. Why should one feel compelled to buy citrus fruits in order to obtain vitamin C when he can eat the fresh or canned tomatoes, raw cabbage or green peppers from his own garden? And to prevent pellagra he may eat his own green vegetables, chickens, eggs and milk.

The Children's Bureau under the Department of Labor is doing much to protect the health of mothers and babies. Those responsible for special child care programs are manifesting great interest in the pre-school child whose parents are forced to work away from home to aid in the defense program. The wholesome environment, food, rest periods, trained personnel of the nursery school, are already proving to be of untold value to the child of today who will be the citizen of tomorrow. Many of the children are better cared for and better understood than they ever have been. So much of the child's future health, physical as well as mental, depends upon the care he gets during this vital period of his life.

Another Federal project is the National Negro Health Week Pro-

(Continued on Page Seven)

2. J. Arthur Meyers, M.D., and Virginia L. Dustin, Tuberculosis Among Negroes, *Hygiene*, August, 1942.

The Role of the Schools Today and Tomorrow

PROF. A. E. MANLEY, *Inspector*
Colored High Schools, North Carolina

AT a moment in history when dangers threaten us from within and without, it is particularly fitting that professional educators consider their tasks for the present and the future. You must have been mindful of this obligation when you selected as the theme for this District Meeting, "The Role of the Schools Today and Tomorrow."

The question posed by the theme is, What are schools like in North Carolina and what changes need to be made? Although no one could answer this question in the sense of total accuracy and finality, there are many activities, using the present crisis as a backdrop, which lead to some tentative conclusions. Many of these tentative conclusions are derived from study and observation of the education for Negro children in North Carolina. Thus, it follows that in dealing with the question the special advantages and disadvantages of Negro schools will be given more than incidental attention.

Our schools in North Carolina today are but the sum total of yesterday's experiences. Thousands of single contributions are woven into the fabric of the whole on the loom of daily living. Today, the ill wind of war has blown in additional experiences which are accelerating desirable changes in the schools. In normal times these changes would have come more slowly.

At the request of the Association of Colleges and Secondary Schools for Negroes, we have just completed a partial study of wartime activities in Negro secondary schools in North Carolina. Our findings would seem to indicate that Physical Fitness, Wartime Counseling, The Child Feeding Program, Driver Education, Consumer Education, Pre-Induction Courses, and Bond and Stamp sales, are to a greater or lesser degree being emphasized in our schools. The number of students who participated last term in general Victory Corps activities and in Pre-Induction, Pre-Flight, Military Drill, Physical Fitness, Refresher Mathematics, Science and other wartime courses, attest to the fact that many curricular modifications are taking place in schools as they are. By way of example, schools reporting indicated that 15,940 pupils participated in Scrap Drives, that 18,800 pupils were given Group Counseling, that 2,103 pupils took courses in Fundamentals of Shopwork, that 44,421 pupils did Red Cross work and that 9,088 pupils enrolled in the General Victory corps program. These are but a few examples, and there are many others which could be cited to show that schools today have gone to war. High on the list of other activities, many schools are making modifications within the subject fields which may or may not be considered as Victory Corps in the sense of the National Program. One case should suffice to illustrate this modification. Physics for the Navy has been included in the regular Physics courses by eliminating those exercises within the regular course which are not relevant to the training for which the Navy is clamoring in this subject field. By substituting content geared to Navy needs, teachers are finding the way to effective wartime science instruction in this field.

It took World War II to focus our attention on the need for adequate vocational training. Negro schools, according to investigation, were not able to participate fully in a program of wartime education because of their inadequate facilities. Since the NYA has been terminated several schools have been able to secure equipment used by the NYA, in order to strengthen their vocational programs.

Increasingly then, secondary schools in North Carolina are relating their activities to the life needs of pupils. This growing concern points out one obvious fact: that schools tomorrow will meet their tasks in a manner of constant experimentation, of trial and retrial, effort and disappointment and perhaps an occasional retreat from an advanced position.

Recently I received an outline of a problem worked out by a North Carolina teacher which ably expressed my hopes for the school plants of the future.

If I were a magician with the power to wave a magic wand, I would picture the post-war school plant as having the streamlined effect of the automobile with scientific developments making possible many improvements including structural steel construction with glass sides. I would say that taking the place of the much used central halls and steps will be individual entrances and exits for each classroom to permit groups to move in and out with little disturbance to the rest of the school, as pupils go on journeys into the community or about the school. That buildings will have fewer stories with skylight roofs. That the central library will be replaced by a series of libraries. That more provision will be made for shop laboratories, motion pictures, projection rooms complete with television, radio rooms, airplane shops, a little theater, a large glass gym, art studios—the whole surrounded by gardens. I would say that there will be a widespread movement whereby the classroom will lose its severity and barrenness in favor

of the informal decorations of the home with units permitting home activities. I would say that group tastes in selection of equipment and the arrangement will be much in evidence. I would say that outside of each room will be a space equivalent to the house yard into which members of the group will go for play in the sunshine or where conferences or other out-of-door activities may be carried on. That in such an environment the pupils will actually learn to keep home surroundings beautiful by actual practice, and to garden by gardening. Finally, on the question of tomorrow's new school plant, I would say that instead of taking the school out to the edge of the town, tomorrow's schols will be built close to the heart of the community. Since I have no magic powers, I do not even have to hesitate in saying that no such universal improvements appear to be in the immediate future when one thinks within the realistic framework of general economic and political conditions in North Carolina. I am certain of one thing, however, new buildings will be erected, additional classrooms will be provided, transportation facilities will be improved, and better equipment will be made available in tomorrow's schools.

Regardless of improvements in building and equipment in schools of tomorrow, if the schools are to function in the lives of children following the peace, subject matter must be chosen for its contribution to the development of effective citizens. Basic to the effective choice of subject matter for achieving growth in citizenship, schools will have to do a better job of formulating objectives and their statement in behavioral terms; schools will have to develop more effective evaluation programs; improvements must be made in teaching techniques, in in-service teacher training, in school organization, in community participation, and changes must be made in the curriculum, in administrative patterns, and in the use of teaching materials—all of these are but part of the pattern which North Carolina schools will undertake in an effort to create a more effective educational program. There is no certainty that any one pattern of experimentation will have the greatest value, for the value of each (be it broad fields, fusion, core, integration, etc.) will fluctuate according to the local situation. No one method of curricular organization will offer a panacea to the problems of developing effective citizens. All of the approaches offer possibilities for improving personal effectiveness and social living. The important things for tomorrow's school groups are: (1) to know the needs of their children and community; (2) to work cooperatively in utilizing the resources in subject matter and elsewhere; and (3) to meet needs in such ways as to develop the characteristics of behavior essential to the achievement of democratic values within the realities of the modern world.

How then will the schools of tomorrow improve education for social civic competence for Negro boys and girls? Any consideration of minority groups in American life today must take into account this problem. Dr. Robert L. Sutherland in his book "Color, Class and Personality," cites the following problems of the Negro:

"A Negro is associated with stereotypes . . . out of which the individual Negro can seldom escape. . . . Persons pre-judge and misconceive the nature of Negro youth.

The Negro family must have a chance to obtain a job, a living wage, a political voice, and an adequate education for its children.

Problems of illegitimacy and delinquency are directly related to the economic and social disabilities of the Negro family. . . . "

Dr. Lloyd Allen Cook in his book, "Community Backgrounds of Education," cites that Negroes and their families live close to the subsistence level; that Negro children are heir to a heritage of outmoded beliefs and practices; that teachers come of age within this same background.

That the Negro-American, between 16 and 24 years of age has crucial needs, in addition to those in common with other American youth, is evidenced by extensive studies of the problems of Negro youth by the American Youth Commission. Beginning with careful inquiry into the conditions and needs of Negro youth in the country as a whole, these studies have centered around the question, "How does the fact of being born a Negro affect the developing personality of a boy or a girl?"

The project, carried on over a period of three years resulted in a number of publications. If the schools of tomorrow are to work positively within the framework of a "Needs Study" of youth and the community, they must take some of their cues from such publications as "In a Minor Key," by Ira De A Reid. "Children of Bondage"; "The Personality Development of Negro Youth in the Urban South," by Allison Davis and John Dollard.

"Negro Youth at the Crossways; Their Personality Development in the Middle States," by E. Franklin Frazier.

"Growing up in the Black Belt; Negro Youth in the Rural South," by Charles S. Johnson.

"Color and Human Nature; Negro Personality Development in a Northern City," by W. Lloyd Warner, et al.

These and other studies will be widely used by teacher groups of tomorrow as contributory aids in developing programs for meeting the needs of youth and for planning experiments and programs which will be most helpful in solving crucial problems such as health, civic competency, occupations, leisure, inter-ethic relations, family life, and consumer efficiency. For attention must be given to these problems in the classroom as well as in the community programs of the schools of tomorrow if we are to have effective citizens.

These outstanding crucial problems suggest that the Negro child growing up in North Carolina under present conditions should have greater opportunities to become an effective well adjusted citizen. Some objectives might be suggested therefore, which may serve as a starting point in a program that will more adequately meet the needs of pupils.

An individual's behavior at any time is conditioned and directed by his knowledge of the situation in which he finds himself, the way he feels about it, and his training in handling the separate elements that have made up the situation. The individual best handles a situ-

ation if he is able to appraise the problem, to see the need for action, to desire to act. He needs some skills and techniques at his command which will enable him to solve the problem at hand.

The adolescent himself is a problem as he stands in the transitional stage between childhood and adulthood. His life is a constant striving to adjust his body and mind to the uneven growth and development which he is undergoing. Now, more than at any other time, he needs security—security of status with his social peers.

Emotions determine most of his reactions; what he will fight for today he will scorn tomorrow. He is acutely conscious of how people react to him, hence he needs the experiences which give him opportunity to gain recognition and approval through successful achievement. He needs the self assurance that follows other people's acceptance of him. He wants to establish himself in his own right, often impatiently breaking home and family ties and restrictions in order to assert his newly felt independence. The adolescent thinks and feels strongly; he questions hitherto accepted beliefs and practices; he analyzes situations which previously had presented problems. During this period of storm and stress this individual is maturing rapidly, both physically and mentally. He is becoming the grown up individual who very soon will take over adult functions and must be able to carry these on with satisfaction. If the school environment has provided experiences which have caused him to develop certain democratic behavioral responses, then it is this democratic atmosphere that he will wish to carry over into everyday living. The democratic spirit will be developed along with a certain amount of democratic competence.

In order to help Negro youth to meet the needs of his environment, schools of tomorrow will list objectives suggesting how he may become a socially sensitive and a socially competent individual. These objectives, expressed behaviorally, will describe this adolescent youth in terms of knowledges and understandings, dispositions to action and abilities and skills—all of which he uses in solving his problems.

As a background of general skills and abilities which are basic to problem solving in any phase of living, these competencies in the use of certain techniques will be suggested: The pupil trains and uses all his powers of observation; he reads, writes, and speaks with ease, clarity, and intelligence; he uses study habits which are effective, including skills in locating and using a variety of source materials; he uses the scientific method in solving problems and making decisions—that is he thinks critically through adequate and valid evidence, he summarizes information, he forms tentative conclusions which he tests while keeping his mind open for new and pertinent evidence, and he translates his generalizations into principles upon which he acts.

I will not attempt to describe this adolescent youth fully in terms of knowledges and understandings, dispositions to action and abilities and skills which he will use in solving his crucial problems—such an undertaking properly belongs to the teacher now and tomorrow. That objectives will be developed to meet the critical needs of Negro youth, I am certain.

The full effect of the impact of the high number of boys rejected by the Army due to disease and defects is and will be a problem of great concern to schools. More than twenty years ago Health was among the highest on the list of Cardinal Principles of education. That we have not done all we could is evidenced by the fact that the Selective Service Board reported that out of 2,000,000 selectees examined for the Draft 23 per 1000 white were found to have syphilis while 272 per 1000 Negroes were found with the disease. Health, then, will be high on the list of objectives. As a result of school experiences in democratic living, pupils will increasingly develop understandings of:

The relation of heredity and environment to health. Pupils will feel an individual responsibility for preventing the spread of disease. Pupils will better discriminate between scientific, pseudo-scientific, and unscientific information about health. These are just sketchy samplings of knowledges and understandings, dispositions to action and abilities and skills which teachers and pupils will use in solving the problems of health. Objectives will be expressed in the same manner for the other crucial problems.

In order to determine whether pupils will be making growth in the educational objectives of tomorrow's schools, a comprehensive evaluation program will be necessary. Teacher groups of tomorrow will be more conscious of the many aspects to the subject of evaluation. They will use widely those instruments which will be of practical value in evaluating growth in effective citizenship. First of all, evaluation will involve the examining and re-examining of the aims or objectives of a community school. This process will be a profitable one, and it will receive much attention, both in classes and in discussion groups. In fact, it is likely that teachers will not be satisfied (as too many are today) with merely setting up an impressive list of objectives, and going no further than this. In the light of information gathered by the application of the Evaluative Criteria in the most favored schools, it has been noted that even in these schools objectives are too often vague, unclassified, and unorganized. Schools may set up for themselves a more profitable definition, namely that evaluation is the measuring of the **extent** to which objectives are being realized. Teachers of tomorrow will develop their own characteristics of good evaluation. Evaluation will not be thought of as a formal testing program carried on independently of classroom activity. More teachers will see evaluation as that which takes place in the classroom. Evaluation will be a continuous day-by-day process by which teachers and pupils will test the effectiveness of their methods and use this examination as a basis for further planning. To say that it will be a day-by-day process does not, however, imply that evaluation will be a haphazard process. It will be definitely scheduled and planned. Teachers will then have information about the road on which they

are traveling in meeting the crucial needs of Negro boys and girls. Teachers will make good use of this information in the guidance of children and in the reconstruction of their curriculums.

Education in North Carolina and secondary education in particular, is bound up with the war. Because of these catastrophic times some of the so-called "tyrannies" of the traditional school are passing away. The Four Freedoms and the Atlantic Charter are the promises of Democracy for tomorrow's world. The school occupies a crucial place in the struggle. If teacher groups will make a concerted attack on the crucial problems of Negro youth, living conditions will improve. These improvements will contribute to the development of citizens who walk about the world uprightly, secure in the knowledge that if a third of the people of the world were selected for their creativeness and intelligence, all of the races of mankind would be represented in this chosen group.

North Carolina and the other Southeastern States are the proving ground of Democracy. The world is watching this experiment in human relationships. Negro schools must contribute to the development of citizens of larger worth, who will show America and the world that all the Negro needs is equality of opportunity. Given this he will accept his share of the responsibility to make North Carolina, the nation, and the world a better place in which to live.

When these things come to pass white and black Americans can truthfully refute the Indian sage who rebuked a boastful American for praising American technological advances. Said the Indian sage, "Your planes can fly in the air like birds, your submarines can swim under the water like fishes, **but** you haven't learned how to talk uprightly in the world like **men.**"

HEALTH EDUCATION NOW AND IN THE POST WAR PERIOD

(Continued from Page Three)

gram which has expanded from a program of one week into a year-round movement. This project is sponsored by the United States Public Health Service. It acts in an advisory capacity to State Boards of Health, on problems of Negro health, sponsors school and community health programs, institutes and creates health projects and acts as a clearing house for Negro personnel in health programs throughout the country. In addition to these it publishes a quarterly periodical which disseminates public health news as it relates to Negroes throughout the country.

The college is an important factor in any health program. Some colleges are beginning to make themselves felt in the community by inaugurating the type of curriculum which helps students to become conscious of community needs and gives them techniques with which to meet these needs. Jackson College in Mississippi, is building its program on just such a philosophy. To meet health needs they employ a person trained both as a nurse and as an educator. She is doing excellent work in educating both the pre-service and in-service teacher for health activities in the school and community. Plans have been made and money donated for the erection of a hospital equipped to serve both the college and the community. A type of hospitalization insurance is to be sold which will enable the people of this large rural and urban section to obtain hospital services which are adequate and reasonable in price.

One of the major functions of the government is the conservation of the health of the people and in times like this should be given first consideration. It is probable that Cicero had this idea in mind when he said, "In nothing do men more nearly approach the gods than in giving health to men."

In his book entitled "In a Minor Key," Reid states, "The mere facts of physical life and death create some of Negro youth's most serious problems. Their education, economic efficiency and vitality are all affected." The health of nations, states and individuals is reflected in their economic and social status. Hence, the abnormal health conditions of the Negro may easily be accounted for. Although these facts make the task of a health educator difficult, this arduous work can be overcome since many of the official and non-official organizations recognize that Negro physicians, nurses and health workers are best fitted to work among their own people.

The Future

In Hygeia for October, 1942, Rugen makes this important observation, "Vitalizing health education through instructional programs means organizing and conducting the total school program in such a way that children are given an opportunity to practice and later to interpret those principles of living conducive to effective learning, to normal growth and development and to healthful living."

A program of health education planned for the future must take into consideration education in those factors which are necessary to raise the economic and health status of the people. There must be intelligent dissemination of health knowledge for both young and old. Much of the improvement will come through our schools by means of a vitalized program of health. It naturally follows therefore that it is necessary for those who are in responsible positions to urge reliable persons to undertake training in order to equip themselves for work in this essential and greatly needed, but neglected, field.

Dear World, Good Night!

O World,

When I am done with thee and my last hours are drawing to a close, let me slip away 'mid quiet and peaceful dreams. Let me not give one regretful sigh or long to finish one task left undone; but sustained by an abiding faith in the Great Father of Men, who guides us to the Eternal City, I pray, that I may close my eyes and contentedly say,

Goodnight, Dear World.

Mrs. Rose Leary Love,
Charlotte City Schools.

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"We take no note of time save from its loss
Then, as if an angel spoke
We hear the death-knell of our misspent hours."
YOUNG'S NIGHT THOUGHTS.

1944!

We enter, with this issue, upon the Fifteenth Volume of the Teachers Record. The editors have striven to make the magazine a credit to the teachers whose cordial support has enabled it to come to them without the missing of a single issue.

They have been discriminating in selecting the material that has adorned its pages.

We think the contributions which have come to the desk have been of a high order in originality and subject matters. They are proud of those who have contributed to its pages material which required but little editing.

We wish to express to the Capital Printing Co. our thanks for their interest in seeing that the press work was well done. No magazine that has come to us has shown a higher grade of press work.

The Company has shown pride in the publication.

In this New Year we send cordial greetings to all our readers.

NOTES

Attention is called to the appearing in this issue by Prof. A. E. Manley, State Inspector of Colored High Schools.

Mr. Manley was the guest speaker for the Southeastern District Teachers Association which met in the Wallace High School Saturday, November 20th.

It was our pleasure to be present at the meeting, and to listen to this thought-stimulating message; and as it contained a wealth of information which all teachers of the State should have, we requested its publication, Prof. Manley is rendering excellent service in his field.

The theme at the above meeting was "The Schools Today and Tomorrow." The meeting was well attended and in the all-day-session the Sections carried to completion a splendid program.

The musical features presented in the general sessions were of an unusually high order.

In fact the entire program reflected great credit upon the Committee that arranged it.

Judge Armond W. Scott of the Municipal Court of the District of Columbia

On the front cover of this issue of the Record we present to our readers a portrait of Judge Armond W. Scott, of the Municipal Court of the District of Columbia, we are proud to say Judge Scott is a native of North Carolina. Born in Wilmington—"the City-by-the-Sea," in which City he finished his public school training at Gregory Institute and later was graduated from Biddle University (now Johnson C. Smith University) with the degree of B.A. While at the above college he won the medal for oratory in his Junior year.

Later he received the degree of LL.B. from Shaw University.

He was first admitted to practice law by the Supreme Court of North Carolina. He practiced with great success in his native city, but soon moved to Washington, D. C., where he was admitted to the Bar and practiced his profession continuously for thirty-five years until appointed to the bench by President Roosevelt.

Having served for two terms, he was reappointed on last June 23 and confirmed by the Senate Judiciary Committee June 28th. Three times appointed to the bench by the President and confirmed without opposition by the United States Senate, is no insignificant recognition of his ability and fitness. His last appointment is for a term of ten years. Judge Scott is the first Colored man to serve in the Criminal division of the Municipal Court, and is serving there with a distinction unexcelled by any of his predecessors. His colleagues, all of whom are white, recognize his ability as a trial judge. He has served as the Presiding Judge of the entire Court.

To Biddle University falls the credit and, may I say, the honor of guiding and training the mental attitudes and preparation which enabled Judge Scott to attain his present eminence, which in turn is reflected upon his **alma mater.**

The path through which he passed to reach this eminence was by no means easy. In his service as a lawyer practicing in the courts of North Carolina and particularly in the city of his nativity,—Wilmington, he made a desperate stand against race prejudice in the courts and the caprice of petty politicians to break the power which his fearless championing the cause of Colored people in the Courts had given him.

Out of this ferment he emerged because he was not afraid to run the personal risk in those hectic days.

He is made by nature of that fiber which is found in all men who become leaders among men. Let us be thankful that those dark and perilous times which tempered his steel in the early years of his practice have passed away.

Judge Scott is one of the best products of those years.

Judge Scott is recognized by all who come into his court as a jurist who conducts the cases dexterously, resolutely and with fairness to both sides.

As one of his teachers at Biddle University I can say: Judge Scott did not neglect literary and scientific pursuits. While his mind was constantly on the law he recognized them as valuable aids to the major objective and to these he joined quickness, tact, ingenuity and knowledge of the world, and this combination is to a large degree his rise to his present eminence.

The people of North Carolina and especia'ly the country at large are proud of the man and his untarnished record.

Concerning District Meetings and Annual Meeting at Raleigh, April 6th, 7th and 8th, 1944

The Annual District meetings of the Northeastern, Southeastern and Piedmont meetings were held with great success at Scotland Neck, Wallace and Greensboro. We are publishing brief accounts of those meetings.

We regret that the Western District, two years ago, passed a motion to hold no meetings during the present WAR.

We have just had a letter from the president of that District, Mr. Broome stating that fact, which we have known. We are asking him to hold a meeting of the District between now and the Annual meeting, if possible.

The District has kept up the membership in the Association, and no doubt will continue to do so. However it would be well to hold a meeting. They will lose momentum by failing to have a meeting, which would be unfortunate. Appropriation by the Central body has been set aside for meeting the expense of such a meeting.

Any time between now and March 15th would be suitable for this meeting. Mr. Broome has assured us that in any event the dues for the central meeting will be sent in.

Attention is again called to the time of the Central meeting at Raleigh, April Sixth, Seventh and Eighth, 1944.

All the officers of Sections and Departments are earnestly requested to send in at once the names of chairman and Secretaries of these sections as we must begin at once to get the annual program in order.

We want to publish an outline of the meeting in the MARCH RECORD, but this cannot be done unless we get the program in our hand before March fifteenth. Please take note and send in the names at once.

We here give the amounts collected and credited to the three Districts:

Piedmont District	$ 922.00
S. E. District	554.00
N. E. District	503.50
	$1,979.50

Western held no meeting.

Piedmont District Teachers Association held its annual meeting at the Dudley High School Greensboro, December 4th

The program centered around the theme, The Present Crisis and the Future Challenge of the Progress of the Schools.

The officers of the Association are Mrs. M. L. Scarlette, President; Miss Leonora McCullough, Recording Secretary; Mr. P. R. Brown, Treasurer.

The various sections carried out a complete and interesting program. The Association was welcomed by the Superintendent of the Greensboro Schools, Mr. B. L. Smith, who urged that the teachers justify the steps taken by the State in reducing the differential by thorough preparation and increased devotion to ideals of the profession.

Mrs. J. K. Williams on behalf of the teachers of Guilford welcomed the teachers in eminently appropriate words. The guest speakers for the meeting were Prof. Guy B. Phillips of the University of North Carolina, Chapel Hill, and Acting President Dr. O'Hara Lanier of Hampton Institute. The collection of membership dues amounted to over $900.00.

The morning general Session was Prof. G. B. Phillips of the Department of Education of the University of North Carolina at Chapel Hill.

Dr. Phillips stressed the fact that Dangers in the present war burdened crisis carried with them definite Opportunities; that these must be firmly grasped and utilized; that body finds three groups:

(1) Those who are retrospective living upon past achievements and coddling a delusion that all is completed in the organized work of the Schools.

(2) A static group who feel they must mark time until the world returns to normalcy.

(3) A progressive group who accept the challenge to "go forth and possess the land (of opportunity) because they are fully able," by working for a twelve month school and tying the social and economic interests of the Community into the school program; by raising the standard of the teaching professions; and by building a working curriculum with these ends in view.

There will be a meeting of the Western District Teachers Association in the Highland High School at Gastonia from 1 to 3:30 p.m. Saturday, February 26. The president will send notice of programs to the teachers of the District. Theme for the meeting is "Education for Victory." He urges that dues be sent in at once to the Executive Secretary, Dr. G. H. Davis, 301 Carmel St., Charlotte. Remember membership is $1.50.

Survey Science Problem

MRS. LENDORA YANCY BROWN
State Teachers College, Elizabeth City, N. C.

I. Problem:

Locating the Cause of Fatigue Among Elementary Teachers.

II. Awareness:

After our Easter vacation last Spring all the teachers in my school returned fatigued. At least the varied expressions from one to the other of us as we met in the morning conveyed that idea. One would say, "My Easter has done me no good, I have not rested any." Another would say, "I feel so beat," while another would exclaim, "I am back just as tired as ever." These and other similar thoughts in varied expressions were heard morning after morning.

This condition did not remain only true among us teachers but transferred itself into the children. They came to school "fatigued" too. They did not feel like working because they were just as tired when they entered the classes.

The above maladjustment tended to sap the energy vitality from the work on the parts of both the teachers and the students. We continued our work until school closed, but there was the ill effect of fatigue evident throughout the entire set up.

III.—Experiences:

After becoming aroused concerning the results of fatigue at school, I studied my own case and discovered that my condition was due to the long working hours after school at home, too many outside activities participations and to some careless health habits I had drifted into. Immediately I began to think just what could I do to relax more so as to relieve this fatigue and rebuild myself.

I then discussed the situation with several teachers in my community and school, and I found that their experiences were somewhat similar to mine. They had recognized the presence of this "parasite" but had not given any scientific study to solve the problem as to what was best to do to revitalize themselves.

With these experiences in mind I continued to think just why we were so fatigued.

IV. Hypotheses:

The following thoughts came into my mind:

(1) Perhaps the homes were not conducive to complete rest.

(2) Perhaps our getting to and from school caused us to be fatigued.

(3) Perhaps our diet was not balanced and did not furnish sufficient energy for our bodies to do the work required of it.

(4) Perhaps our worries kept us awake, nervous and jittery.

(5) Perhaps we attempt to do too much after school.

(6) Perhaps we don't take time out for wholesome recreation.

(7) Perhaps our health habits are careless and poor.

(8) Perhaps our social life is of the extreme type.

(9) Perhaps we participate into too many civic, religious, or general community affairs.

(10) Perhaps we have war nerves and just think we are tired.

(11) Perhaps we are being over worked at school.

(12) Perhaps we have physical handicaps from injuries or illness and fail to budget our strength and time.

V. Test of Hypotheses:

The above hypotheses were tested by giving a Health Questionnaire Survey (inclosed) to one hundred teachers. The following facts were revealed and conclusions made.

(1) Fifty-eight teachers lived at home and forty-two did not while teaching.

(2) Seventy-two teachers had rooms to themselves and twenty-eight shared with some one else.

(3) Sixty-five teachers slept alone and thirty-five did not.

(4) Thirty-five teachers lay in bed awake, while sixty-five went to sleep immediately.

(5) Sixty-four teachers slept at least eight hours regularly and thirty-six did not.

(6) Seventy-seven teachers usually felt rested in the morning, and twenty-three began the day feeling fatigued.

(7) Fifty-seven teachers were sleepy during the day.

(8) Fifty-five teachers napped during the day.

(9) Fifty-three teachers were nervous, on edge and jittery.

(10) Fifty teachers lived more than one mile, but less than five miles and thirty-two teachers lived more than five miles.

(11) Forty-five teachers walked to school.

(12) Eight teachers leave home before eight o'clock.

(13) Five teachers return later than four o'clock.

(14) Thirteen teachers had foot trouble.

(15) Forty-eight teachers wear low heel shoes, twenty wear medium and forty-two wear high and low heels.

(16) Forty-five teachers have to keep house in full.

(17) Fifty-five clean their rooms, one helps on the farm and twenty-five do gardening, care for chickens and children and three help in beauty parlors on week ends.

(18) Fifty-five teachers complete their tasks without being over fatigued.

(19) Sixty-seven teachers worry a great deal.

(20) Fifty-eight teachers are happy at home and at work and forty-one are not. One is happy at work but not at home.

(21) Seventy teachers hear well and twenty-two do not.

(22) Thirty-eight have physical handicaps.

(23) Many did not state their handicaps but those who did revealed the following:

1 had Asthma	2 had Chronic constipation
2 had burns	5 had high blood pressure
3 had Female trouble	1 had injured back
4 had rupture	4 had low blood pressure
3 had gastritis	3 were too fat
3 had fractured limbs	

(24) Seventy-four teachers have hobbies.

(25) Forty-two teachers are most tired in the Spring, twenty-four in the Summer and fifteen in the Fall.

(26) Five teachers do not belong to any organization, seven teachers belong to one organization, twenty-two to two, twenty-eight three, and eighteen to four or five organizations.

(27) Ninety-two organizations meet weekly, sixty meet monthly and, fifteen in the Fall.

(28) Twenty-two teachers use alcohol.

(29) Twenty-nine teachers use tobacco.

(30) Sixty-seven teachers drink water frequently daily.

(31) Fifty-four teachers eat three regular meals.

(32) Fifty-five teachers eat lunch at school daily.

(33) Seventy-four teachers suffer with headache. Fifty-two teachers suffer with eye strain. Fifty-two teachers suffer with sore throat. Eighty-two teachers suffer with colds. Fifty-five teachers suffer with indigestion. Thirty-five teachers suffer with toothache. Twenty-one teachers suffer with earache. Twenty-eight teachers have sinus infection. Thirty-three teachers have boils. Thirty-seven teachers have crated tongues sometime. Fifty teachers have bad breath. Twenty-four teachers seldom eat vegetables while six eat them more than once a day. Forty-eight teachers seldom eat sweets, rice or salads.

(34) Fifty-four teachers seldom get fruits or salads. Forty-five teachers seldom get pork or fried foods. Sixty teachers seldom get whole wheat foods and cereals or dried fruits. Six seldom get meat, fish or eggs. Eight teachers seldom get white bread. Twenty-four teachers seldom get grits.

From the above revealed facts, I drew the following conclusions as tests to my hypotheses:

1—That most homes were favorable to rest and comfort, therefore had little bearing on teacher fatigue.

2—That most teachers rode to school and back home, and fatigue could not be found here.

3—That one source of fatigue might be that the lack of a balanced diet and having regular meals so as to furnish the body with sufficient vitamins and energy.

4—That worry and its effect uses up much energy and vitality play a great part in causing teacher fatigue.

5—That after school duties at home form a great asset to our being fatigued.

6—That few teachers find time for active rebuilding recreation, certainly furnishes a great cause for fatigue.

7—From the answers received there was no indications of irregular health habits to a great degree that would cause over fatigue.

8—That the social life of the elementary teacher is normal and would not lend itself to cause fatigue to any noteworthy degree.

9—Here it seems that outside organizations and community affairs may play large parts in promoting teacher fatigue as most teachers participate generally in them.

10—The war nerves and anxiety certainly drain on our ability to keep fresh thereby causing fatigue.

11—That because teachers are most tired in the Spring, I determined the routine of school duties plus the extra war activity program all go to furnish reasons for fatigue.

12—That we go about our duties without really planning or budgeting our time and strength consequently fatigue sets in.

IV. Tentative Solution:

My solution is only to help you locate the causes of your particular case as there is no one set cause or pattern for fatigueness. Luther Gulick says "Each man has his own special manner of reaction under fatigue, or as physiologist call," Ones individual fatigue curve." How much rest one needs depends on the character of his work and the personal make up of the individual." Every teacher should try to discover the special conditions of his own best work and try to make possible those conditions rather than run him or herself through the mould of the masses.

According to Curtis, "Ever since the classic study of Mosso on fatigue, it has been understood that its phenomena are due primarily to the toxic products which are left in the body by exercise." He also states that the newness of each tissue is in proportion to its vigor, and the muscles are constantly destroyed by activity and rebuilded by recreation."

In order to properly locate the causes of fatigue one must be acquainted with its types and nature. Meredith classifies fatigue into three types.

(1) The type that is ordinarily expressed at the end of a day's work, which is called physiological or normal fatigue.

(2) The type is abnormal and damaging or pathological fatigue, this is the result of over working muscles, nerves and mind or a constant piling up of tiredness before any rest is received.

(3) The emotional type of fatigue, which is due to depression of spirits, anxiety of unsolved problems, uncertainty regarding the future and numerous other things which make for psychic problems due to the reflex disturbances of the nerves from an organ that is out of order.

Symonds makes it known that, "a fatigued person cannot observe accurately his attention lapses, things pass unheeded and the reflex action of the body is diminished."

Gulick adds, "Fatigue lowers all the faculties of the body, when we are tired we are not ourselves, because our circulation is slowed, our nerves dull and the ability of the system to throw off shock or injury is lessened."

Neiser writes, "Fatigue is one of the chief hindrances of digestion and more or less chronic indigestion and constipation of the middle age may be due to nervous fatigue."

Marie Rasey says, "Fatigue tends to impair our efforts and make us less efficient in an hour when neither we or our community or the total war effort can afford the waste.

Basing my conclusions on the results of the questionnaire and ideas received from those in authority

(Continued on Page Sixteen)

The Reflection of American Culture In American Education

By MYTROLENE L. GRAYE, M.A., *Principal*
Fairview Elementary School, High Point, N. C.

We are living in a changing world. Both the pages of recorded history and the silent evidences of rack and ruin confirm this fact. Even within the period of our own memories profound changes have occurred. Only a few years ago the automobile, the airplane and the radio were crude and comparatively rare and some can remember when telephones, electric lights, and the motion pictures were not yet nation-wide, but were limited to the cities and metropolitan areas. While wars are not at all new in the world, the most disastrous of all the organized attempts of man to kill his fellow man is within our remembrance, and the now-rampant struggle is of proportions we cannot yet appreciate. Business and industry were never organized on so large a scale as they are today, and never before has the world been so thoroughly industrialized.

Hand in hand with the great changes in the world, all of them brought about by inventive minds, necessitated changes in methods to accommodate new modes and processes and the ever-increasing demand for speed, have come changes in educational subject matter. American education from the outset has been practical. It has been said that the advent of the American lady at the wheel of the automobile gave birth to the self-starter. The arrival of practical living among the educated and education among the common brought forth a demand for practical subjects in school. The rise in the divorce rate of this country prompted courses in marriage psychology—they are more speculative than proven practical, but they are open to one and all. Frank discussion of marital associations have smoothed rough ways for some and given rise to unnatural experimenting and eventual disaster for others.

American culture is a strange influence. America is so large and its culture-regions are so variegated that in the different schools of the nation different customs prevail and different training is required to meet the needs of the constituency. Among certain groups of colleges of like calibre, the customs of the financial group attending are paramount. From the exclusive young ladies' finishing schools to the "A. & M.'s" of the West, where the utmost in practicability is stressed, the cultural traits of America have influenced education. Verily, American education is a reflection of the culture of Americans. How else could education be practical to the average layman? The scholar of medieval Europe never crossed the watery gap to this country. There was no time in the early American school days for continued perusal of the letters and arts—bread had to be earned, and there was no premium on quoting Chaucer nor in reciting fluently from the Latin masters. So, education became as American as pumpkin pie, and at about the same state in history. Men learned that they might live better. The things they wanted to do in the future were the things they pursued in their schooling, which was often of the most limited nature.

Thus we see that American education has been from the earliest a natural-born citizen. This is not startling—why are Americans to follow the rest of the world? Wherein do we imitate for the sake of imitation?

Long before the time of woman suffrage in this country, in fact, from the earliest days of our history, boys and girls have attended the same schools, sat in the same seats, and learned in the same classes. This is typically American. The European system throughout the centuries had been for the girls, if they were given any education at all, to attend separate and often cloistered schools, even being kept from boys of their own age at play until they had blossomed into innocent, shy and virtuous, but often absolutely ignorant young things fit only for the most menial place in the home. American education took care of all that. American men, if they were real men, were at work in the building of the country, so the instruction of the children fell to the lot of the women and to this day the lower levels of our educational system are governed by women. Women have reached the highest peaks of educational development in our colleges and universities and many of the most able administrators of the applied courses are women. This goes hand in hand with the old American custom of equality for women—an American innovation—an American culture—trait reflected in American education.

A great American culture-trait, freedom of religion is a bright star in the American educational plan—except for the comparatively small number of sectarian institutions, American schools from the earliest grades to the highest are non-parochial. The Jew, the Catholic and the heathen, sit in the same classes, use the same facilities for recreation, read in the same library and learn the same things, whether they believe them or not, just as they go to the same work on the same public carrier and eat the same kind of food out of similar paper sacks. Where else than in America is such a situation to be found? American culture is thus seen to dominate rigidly, even rule, the ways of American education. That is what makes us an educated people; it is everyone's educational program, open to all and urged upon us as individuals.

Again, only in isolated cases does the military appear entered

into the educational system. Military schools are entered by selection, not forced upon likely students. Land Grant Colleges offer R.O.T.C. training to all fit men students as a part of their physical training, but no one is required to select such a school. From our early days, and even in this state of war, the matters of military and civil concern have grown up with an ever-insurmountable wall between them. There is no place for one in the other. Our President, a civil officer, never wears a uniform, and in this urgent time of war our great institutions of learning are not commandeered by the military for a method of mass-training of officer material. That would not be an American method of life. That would not be the reflection of an American culture-trait in American education.

The typical American says what he wants to say, with no regard for who may be listening or what others may think about him or what untruths they may hear about him. That is the philosophy of the American school also. The American school teaches what it wishes, and generally what the individual teacher believes. I think Poor Richard once said, "When one's privilege to preach a lie is curtailed, his liberty to tell the truth is in grave danger." That has always been an American credo. American educators, from President Robert Hutchins of Chicago University to the late Glen Frank, with their new ideas versus the old, they teach what they wish—evolution or Scripture, relatively or Ptolmaic, Hebrew or Basin Street slang. They are Americans, teaching in a free and peculiar country, exercising their heritage of freedom in all things. That is American culture in education, the very reflection thereof.

If an American is nothing else, it has often been said, he will be comfortable. American education is comfortable in the midst of this hectic America; must it not by necessity then reflect American culture on every turn? Every major distinctive characteristic of American culture has developed as an integral part of the educational set-up of this nation, the United States.

"Rationing" and the Teacher

By Mrs. Dorothea Hairston Venable
Winston-Salem, N. C.

Never worked so hard before,
People come and people go
Stating facts, both, false and true
Giving teachers work to do.

Writing and writing o'er and o'er
Things we've written once before,
"What's your name and what's your weight?"
Then we have to write the state.

Then we get a ration card
Where the people write their part
Signing here and signing there
Signing almost everywhere.

One for Ma and Pa and sis,
Filling in right down the list,
From newly born to almost dead
The bachelors, maids and newly weds.

Really it's just too much work,
Just to go before a clerk,
For sugar or coffee—half a pound
Just enough to go around.

All this writing, wishing so,
It was time for us to go,
Our backs are tired, our fingers ache,
From trying not to make mistakes.

The folk are interesting to know,
Though some can irritate us so,
Sitting, wondering what to say,
Taking almost half a day.

As we sit here, slaving awway
Some folk have the nerve to say
"My—but they work awfully slow"
And I've really got to go.

We're not begging them to stay,
If they wish to go away.
We who work from morn till night
Aching up an awful sight.

We're overworked — we're overtaxed,
Much in need of sleep—in fact,
Shuffling through each tiresome day,
Helping America in our own way.

A Joyous Heart

O world, I love thy beauty all the year.
Through Spring's young green and Summer's bridal days,
Through Autumn's rainbow hours and winter's fall of snow
I love thy life. I love thy ways.

My heart leaps up each morning that I live
In thanks to God who made the skies so fair,
Who clothed the hills in verdant dress of green
And gave us such great gifts as sun and air.

The lovely moon, that silvery light of heaven,
The gentle rain that soothes the dust road
Are joys from Him that lift the tired heart
And make one feel less burdensome his load.

The wide expanse of waving, rippling wheat,
The tassled corn that murmurs soft and low,
The myriad flowers that dot the painted hills
Cause me to sing, O world, I love thee so.

O rich indeed is he who beauty loves,
Though poor he is when measured by his gold,
For he has filled his life with treasures rare,
The gifts God provides to feast the soul.

Mrs. Rose Leary Love,
Charlotte City Schools.

What Can a Teacher in a Rural School Do To Develop Within the Pupils of Grades 1-3 a Rhythm Consciousness?

By ELIZABETH C. JORDAN
State Teachers College, Elizabeth City

Every normal child has a tendency to respond to rhythm; but the way in which he responds is determined by the opportunities afforded for rhythmic expression. It is the duty of every classroom teacher to present a program which will provide opportunities for the development of a well-rounded individual—an enriched program, which of course, includes physical education and its related activities.

A problem of providing such a wealth of material and particularly for the development of a rhythmic sense confronted the writer. In her search for material she acknowledges indebtedness to the authorities indicated in the bibliography whose texts have proved informative; to her instructor and the members of Physical Education 333 whose contributions, especially in the way of singing games, have been helpful; and whose happy relationships have proved in a very effective way the joy afforded by a well-planned program in Physical Education—E. C. J.

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I—Moment of Awareness

As the closing program for the school year 1942-43 the primary teachers of the Moyock, N. C., elementary school decided to present an operetta. Naturally this required the teaching of some dances in conjunction with it. Teaching the songs was an easy matter, but when the dances were begun, it was found that some children had not yet learned to skip. This was appalling! Right then the need for developing a rhythm-consciousness and response within those primary children became obvious.

"What kind of program might be developed?" How might it be planned so as to include all three grades?" "What material might be used that will interest the children of the three grade levels?"

II—Statement of Problem

The above questions gave rise to this problem: "What can a teacher in a rural school do to develop within the pupils of grades one through three a rhythm-consciousness?" (By "rhythm consciousness" the writer means the ability of the pupils to respond intelligently and naturally to the tempo of music—to recognize the various kinds of tempos and to express rhythmically the action which they suggest.)

III—Survey of Experience

In the writer's previous teaching situation, teaching children to respond to rhythms through bodily movements did not present a problem, as the children, more or less, were given many opportunities for rhythmic expression. By means of the survey questionnaire the experience of teachers in both rural and urban situations as concern the problem at issue was obtained. This revealed that teaching rhythms did not present a problem, generally speaking. It showed further, that rhythmic skills as well as others which might be included in the physical education program did not present major problems in those schools where sufficient time was allowed to such training and where physical education was a very definite part of the curriculum.

IV—Hypothesis

1. Probably there should be more training on the part of teachers.
2. Organize a rhythm band.
3. Organize the curriculum so as to include two half-hour periods of rhythmic activities for grades one through three.
4. Include more singing games with skipping at recess periods.
5. Encourage creative expression through the dance and choral speaking.
6. Include more music appreciation.

7. Conduct more rhythmic activities in the separate music classes.

8. Provide more audience situations, assembly programs, presentations to classes, etc.

V—Testing of Hypotheses

As a result of research the writer has found that some of the possible solutions can be used as means instrumental in bringing about the desired results.

1. It is recognized by all authorities in the field that the success of the physical education program depends largely upon a well trained personnel.

Williams and Brownell say that the success of any program depends upon the teacher's ability to adapt any procedure to the needs of her pupils and the injecting of her own skill and personality into the program.[1]

In the state bulletin one can find many instances which emphasize the necessity of well-trained teachers. The following is typical: "Physical education has great potentialities—Whether or not these potentialities become *values* depends entirely upon the teacher."[2]

There is no question as to the necessity of having a qualified teacher with a well-integrated personality to successfully carry out a physical education program, but whether or not the teachers concerned would deem further training necessary for bringing about the desired results does influence the solution of the writer's problem. Conditions may not favor such at this time. Then too, further training may not be necessary, but merely a rearrangement of the schedule so as to devote more time to physical education as such—apart from recess and "free periods."

This, then eliminates the first hypotheses.

2. The rhythm band is widely recognized as an effective and enjoyable means of improving response to rhythms. In the *Teachers Manual for the Primary Grades* of the Music Hour Series[3] the methods of organizing a rhythm band and its importance as an aid in teaching rhythm are clearly defined. The value of a rhythm band in teaching phrasing, various tempos, discriminate listening, cooperation, and the ability to follow the directions of a conductor are incomparable as a means of teaching rhythm. This might be employed as a part of the writer's program provided the instruments can be purchased or made.

3. A reorganization of the curriculum so as to include a combined physical education period twice per week for the primary grades could easily be done as the teachers concerned are very cooperative. The periods suggested are thirty minutes each. The question might arise as to whether or not sixty minutes per week of the total one-hundred fifty allowed might not be too large a percentage to devote to rhythms. The course of study suggests that thirty per cent of the programs for grades one through three be devoted to rhythmical activities.[4]

Though there be no fast rule as to the time allotment of one-hundred fifty minutes, it has been found that in very few cases is more time allowed. Therefore, this cannot be practically employed.

4. The recess period should be supervised, but it is not the duty of the supervisor to say what is to be played. Therefore, the playing of more singing games with skipping would depend upon whether or not the children's interest have been so directed at the instruction period to voluntary choose games of that kind. Care must be taken not to over-emphasize rhythmic activities. If however, the experience of children with singing games has been enjoyable, it is very probable that games of this kind will be played on their own volition.

5. Creative expression is recognized as an excellent means of developing self-expression, spontaneous activity, and dramatic interpretations. Such expression may include many kinds of activities and presents many opportunities for purposeful correlation of physical education and other subjects. Dancing and choral speaking both lend themselves to creative expression.

The teacher, in a large measure, is responsible for the success of either. According to Harrigan, "The teacher is the cornerstone around which are built the attitudes of her class toward activities of the creative type."[5] She seems to feel that if the teacher can do away with the restraint often imposed by the classroom walls, "The dance as an art of self-expression—is as natural to childhood as breathing."[6]

The teaching of dancing requires persons especially trained in the field, but the teachers concerned are sufficiently acquainted with the fundamental movements and rhythms to lead the children to experience happiness in it as an outlet for expression. Dancing could be used in connection with the speech choir on some occasions, such poems as those of Christina Rosseti, Carl Sanburg, A. A. Milne, James Whitcomb Riley, as well as those of Robert Louis Stevenson and others lend themselves to rhythmical expression because of their strongly accented rhythms. It is necessary that the poems be enjoyed, appreciated and understood from a literary stand at first—and when bodily expression is begun, attempt cannot be made to combine both speaking and dancing by the same pupils.

In choral speaking it is particularly important that each participant feel the *pulse beat* of the poetry he reads or hears. The gentle swaying of a breeze should mean as much as the strong beat of the march.

The folk dances can be used in teaching rhythms. Many are simple enough to be enjoyed by primary children—some are little more than singing games. Since the children have had little training in dancing such folk dances as "How D'ye Do My Partner," "The Danish Dance of Greeting," "The Shoemakers Dance," "Clap-Clap-Tap-Tap," "The Indian War Dance," and others might be used. The clogs and taps are a little too difficult to be used here, then too, more skill and training are required for their presentation.

6. Music appreciation is the underlying principle of rhythmic development. If music means nothing to

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1. Williams and Brownell, *The Administration of Health and Physical Education*, Chapter XI, "Personnel and Functions of the Staff," page 320.
2. State Superintendent of Public Instruction, *Physical and Health Education for Elementary and Secondary Schools*, page 57.
3. Silver, Burdett, and Co., *The Music Hour*, Teachers Manual for Primary Grades, page 56.
4. op cit—p. 56.
5. Harrigan, Olive K., *Creative Activities in Physical Education*, p. 1.
6. Ibid—p. 6.

the child he cannot be expected to respond through bodily movement. In the music period, the child's appreciation increases as he learns to recognize simple music forms. Strongly accented good music can be used in the development of rhythm sense. It is important that the music be first known before the child can respond.

Understanding of music might be increased by the use of such practices as clapping, walking phrases," "framing phrases," through arm movements, and later responding through skipping, dancing, running, or in any natural movement suggested by the music. Much of this can be done in the music periods of each class by that particular class-room teacher by using the victrola.

Appreciation is divided into two divisions:

(1) Listening to rhythm.

(2) Responding to rhythm.

One author has said that the subject matter boundaries between the music lesson and the physical education lessons may be clearly blended into one lesson in Appreciation of Rhythm. In such a lesson, physical response to the conscious hearing of strongly accented music will aid in the development of rhythm sense. Occasionally such lessons as these might be enjoyed by the three classes.

8. Affording the child an opportunity of presenting to an audience the things he has learned gives him confidence and a joy of participating in a program. If the children give assembly programs or present folk dances and choral speech numbers once or twice for the parents before the "big commencement" it won't be so difficult to teach the dances at that time.

VI—Tentative Solution

An examination of various courses of study and of programs suggested for primary grades reveals that the activities for the first three grades might be combined as the types of activities are very similar. However, it is not inferred that this is the most desirable procedure. The writer feels that the following means might be successfully employed in separate class-instruction and occasional combined periods for the primary grades as ways of improving existing conditions:

1. A rhythm band.
2. More music appreciation.
3. A speech choir.
4. Folk dancing.
5. Singing games.
6. Mimetics, and,
7. A more conscious planning of the entire physical education program.

SURVEY SCIENCE PROBLEM

(Continued from Page Eleven)

on the study of causes of fatigue, my findings are as follows:

(1) There is no general or set cause for fatigue, and every elementary teacher has her own problem.

(2) Most teachers resort to the passive and inactive type of hobby and recreation, which is not truly rebuilding, and thereby causes fatigue.

(3) The lack of proper dieting and irregularity of meals tend to cause fatigue among teachers.

(4) Worry, agitated by the many perplexities of the total war conditions furnish a great source in causing fatigue.

[In the final analysis, I recommend that each teacher study her health habits and see that she does not become over fatigued, but keep full of vigor that will enable her to live on the highest levels, and keep up the level of her achievements, remembering the words of Marie Rasey, "Admit fatigue where we must and restore our bodies as we can." At the same time keep in mind that our classrooms are the ammunition store rooms for tomorrow.]

Education Board Announces Rules

Board Passes New Regulations on Employment of Substitute Teachers at November Meeting

The State Board of Education yesterday adopted new regulations concerning substitute teachers by outlining accepted causes for absence of regularly employed teachers and stipulating the pay of substitute teachers and of regularly employed teachers during the period a substitute teacher is employed.

The new regulations provide:

1. Regularly employed teachers may employ substitute teachers for causes such as death in the immediate family, personal illness, serious illness of a member of the family, or an "emergency situation" approved as such by the principal or superintendent.

2. Pay of $4 per day for substitute teachers for 20 teaching days per month, providing the pay of the substitute teacher shall not exceed the pay of the teacher for whom she is substituting.

3. A regular employed teacher may receive the difference between the pay of the substitute and the regular salary for a period not over 20 teaching days, providing the teacher is absent for accepted reasons.

4. A regularly employed teacher employing a substitute for reasons other than the accepted reasons shall not receive any pay for the days absent.

5. Absence without cause for 20 teaching days shall be justification for the termination of a contract.

6. A teacher unnecessarily absent without arranging with her principal or superintendent for a substitute waives all rights to her salary for the days absent.

7. All substitute teachers must be employed upon recommendation of the principal or superintendent.

Necrology

Principal U. S. Reynolds, Passes

As we go to press intelligence has just reached us of the passing of our long time personal friend and co-worker Prof. Ulysses S. Reynolds, who died January 4th at his home in Winston-Salem.

He completed twenty years of service as principal of the Fourteenth Street School of that city. Prof. Reynolds was born at Murfreesboro, N. C., and received his preliminary training at the Waters Training School at Winton. He took his college work at Virginia Union University and did post graduate work at Howard and at Columbia.

Prof. Reynolds gave twenty-five years of devoted service in the public schools of Winston and before beginning his work there taught at Asheville and at Winton.

During his entire service he was a loyal supporter of the North Carolina Teachers Association and his entire staff of teachers always found him in registering that loyalty by one hundred per cent membership.

Prof. Reynolds was very active in the civic life of his city.

Mrs. Hallie Melton Mayberry

On January sixth Mrs. Hallie Melton Mayberry died suddenly as she was preparing to go to the Alexander Street School in Charlotte, where she had been a teacher for a number of years. She was the wife of Rev. Dr. Mayberry, Professor of Greek and Hebrew at Johnson C. Smith University.

Mrs. Mayberry was a graduate of Scotia College and a prominent member of the Seventh Street Presbyterian Church. For a number of years she had been, until shortly before her death, the efficient president of the Catawba Woman's Missionary Society.

Mrs. Mayberry during her entire teaching experience was a loyal member of our Association.

Mr. Charles T. Dusenbury

We also record the death of Mr. Charles T. Dusenbury, a graduate of Johnson C. Smith University who was a teacher in the Cleveland County Schools, who died on January 12th.

MEMBERSHIP ROLL—CORRECTIONS

In making up and printing the Roll in the October issue of the RECORD, it was almost inevitable that some errors should creep in—, some due to the impossibility of careful second reading of the proof.

This delay was caused by having to wait for the audit for August 31, which the auditor was unable to give us until October 17th.

Other errors due to illegible names on roster.

1) In the Edenton High School group under Chowan County the following names were omitted (our error) :—

Mr. A. Blane, Mr. W. R. Slade, Miss F. L. Hines, Miss E. E. Spellman.

2) The Robert L. Vann High School, Ahoskie, and the Ahoskie District Schools appear under Chowan County heading. Of course these are in Hertford County.

3) Under Halifax county Administrative Unit, the names of Mrs. Roxie Brewer and Mrs. Annie M. DeBrew were misspelled.

4) The following names, which came in prior to the full roster from the Spaulding High School,—(new name for Spring Hope High School) should be added to that group; Mrs. J. W. Eaton and Mrs. L. E. Ferguson.

The following group for Rutherford County, which came in after the October issue was in the mails is here recorded.

Grahamtown High School, Forest City:

J. O. GIBBS, Principal
Margaret Chambers
Rebecca Lawrence
Isaac Pruitt
Hattie Mae Barber
Mary Fisher
Lucile Carson
Dorothy Lipscomb
Minnie Gibbs

We extend our apology to those whose names were omitted and shall be very glad, as always, to be informed of any errors or omissions.

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March
1944

North Carolina Teachers Record

Official Publication of the North Carolina Negro Teachers Association

CONVENTION NUMBER

HIGHLAND SCHOOL BAND—Gastonia. R. L. Schooler, Director; Major, Bertha R. Lockett; Majorettes, Carrie Johnson, Sarah McClee.

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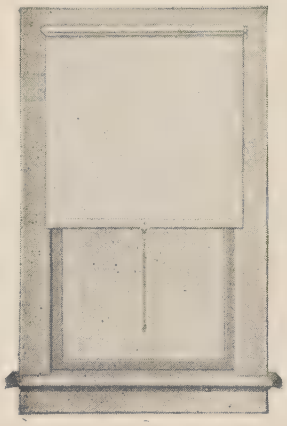

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CONTENTS

Page

A Primary Teacher's Philosophy 4
MRS. RUTH J. BROWN, *Sam Vick School, Wilson, N. C.*

Faith 5
By MRS. ROSE LEARY LOVE, Charlotte City Schools

Bibliography 5

A Health Decalogue 5
By JUNIOR ENGLISH CLASS, *Sedalia High School, Sedalia, N. C.*

Associations of Colleges and Secondary Schools Hold Session . . . 6

Educating the Pre-School Child for Life 7
By B. YANCEY JERVAY, *Head of Home Economics Department, Shaw University*

The Approaching Meeting of the Sixty-third Annual Session of the North Carolina Teachers Convention 8

Creating a Satisfactory Learning Situation 9
By MRS. S. S. MORTON, *Primary Teacher in the P. W. Moore School, Elizabeth City, N. C.*

Of Interest to Junior Commandos in the Public Schools 9

Center of Interest Community Life—Homes and Houses Now and Long Ago—Grade 3 11
By MISS EZRA A. BRIDGES, *Cleveland School, Grade 3, Shelby, N. C.*

Of Interest to Teachers 13

Teaching English in the Elementary School With Special Reference to the Upper Grades 14
By JOHN W. PARKER, *Department of English, Fayetteville State Teachers College, Fayetteville, N. C.*

A Unit on Paper-Making 16
Teacher, MOZELLE H. HOLLOWELL, *5th Grade, Negro Elementary School, Statesville, N. C.*

Western District: North Carolina Teachers' Association, Feb. 27, 1944 17
By MISS EZRA A. BRIDGES, *Cleveland School, Shelby, N. C.*

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A Primary Teacher's Philosophy

MRS. RUTH J. BROWN
Sam Vick School, Wilson, N. C.

SPEAKING from experience with the primary population in our system, I want to voice the great pressing need of our little folk and their cry for understanding in their transitory experience from the home to the classroom.

I speak with the understanding that there are many others who have found themselves on the threshold of that sanctum where their best was not good enough, and have been inspired with the zeal to approach as near as possible that great opportunity and privilege, with as great an understanding and knowledge of their responsibility as is humanly possible. I also speak with the hope that those who have not awakened to them, will find a sagacious call to arms and march hand in hand with the great need that our little folk present.

These little folk are leaving home for the first time on their own. We are to give them courage and faith. We are to help them find themselves in a new environment and show them they can master obstacles and command situations as they arise. There must be no such thing as fear, either of personalities or, of circumstances. Lead thou them on! They create a need for sympathy, love, understanding and guidance! Many of them get neither at home. We must let them find it in us and our administrations. Our subject matter must relatively be the means to an end—the end which is a full rounded personality, taking its place as a worthy citizen, building a healthy respectable home and ennobling his life so that it can justly reflect the fulfillment of the answer to an urgent need.

We must lead them to see and realize that all men are created equal, that all men have to encounter difficulties and obstacles all through life. But these must be merely regarded as stepping-stones towards building a great character. The more obstacles one can surmount and defeat, the greater character one builds for himself. They must have pointed out to them with pride, the achievements of their forebears. And, as time goes on, they must be led to the altar of inspiration where they can be filled with the fire that visualizes their responsibility to the group that follows them. They must see the need for good leadership, good citizenship, and a continuity of vicissitude.

Because I believe the activity-program is the best means to promote this philosophy, I hopefully present this unit to give an idea of how I attempt to carry it out in my classroom.

Pupil's Objectives—

(a) To find out why we should love our homes.
(b) To desire to keep, or make it as beautiful as possible.
(c) To show their parents their appreciation for the things they do to make their home-life comfortable as possible.
(d) To become an active member of the home-circle and prove their worthiness by some responsible part of it.
(e) To be willing to accept responsibility as well as pleasure.
(f) To gain the proper attitudes set up in the home for living together peaceably and healthfully.

VI. General Approach—

Interest was aroused by discussions. Then a picture was shown of a child saying his prayers at night. They discussed where he was, what time it was, what season of the year, what prayer he was probably saying, whether he slept alone or not, what time he arose, what he did first after rising, what he ate for breakfast, who fixed it, with whom he played, what they played, and just how he spent the day at home.

We next saw movies of some activities in the home. They discussed those they liked or disliked. Questions were asked as: How can you do your part at home to make it more beautiful or more comfortable?

What can you do to help mother or father at home?

Can you improve yourself to make yourself more attractive? How? How can you save your clothes, your toys? etc.

VII. Materials—

Teacher's—

Books, magazines, cardboard, tacks, pencils, paper, paint, paste, scissors, hectograph, ink, hammer, small boxes, poster-paper and brushes.

Pupils—

Boards, boxes, clay, crayons, paste, scrap-paper, scraps of cloth, paint, brushes, pencils, rulers, seed, hammer, scissors, thread, and needles.

VIII. Development—

A—Activities

1—Bringing necessary materials to school.
2—Discussions on types of homes and what goes in them.
3—Choosing the type of activity they want to work on.
4—Observing things that go into each kind of room; living room; dining-room; bed-room; bathroom and kitchen.
5—Noticing how yards are arranged to be attractive.
6—Observing the colors that are used in painting houses on the out-side; Are the roofs different?
7—Making chart-stories of their work and success with it.
8—Making booklets of their seat-work relative to the unit.
9—Making a scene on the sand-table, showing a home, yard and some home activity as: mother hanging out clothes; father washing the car; a child cutting grass or feeding chickens.
10—Modelling clay chicks, or domestic animals, as cat, dog, etc.
11—Making furniture for the house and painting and arranging it.
12—Making a four-room house. Furnishing it.

Correlations—

1—Reading and Language—

Reading stories of their own composition, about their activities, stories of home-life (simple), listening and learning new words used in the unit, reading instructions on their seat-work, making booklets

and putting simple sentences under each illustration.
Dramatizing stories about home-life and home-activities.

2—Writing—

Copying poems they compose; writing their names and sentences in their booklets. Copying stories of their activities.

3—Number—work—

Learning to measure for the house they build, the furniture they make, using the rule (foot), getting an idea about inches, foot, etc. Counting the objects made, number of children present each day, number working in each group, how many books needed to give each child one, how many members in each family.

4—Health—

Discussing how the home can help keep us healthy such as: ventilation, warmth, cleanliness and good food; screens and mouse-traps; importance of neatness of person and home.

5—Social—Studies—

Discussing how our homes can make our street and town more attractive, safe, and valuable. How we can take our turns at jobs in the home such as cutting grass, taking out ashes, bringing in wood, or washing dishes, willingness to share turns when listening to radio-programs, records or reading newspapers or books.

6—Art—

(a) Making silhouettes of houses and other phases of home-life.
(b) Making paper flowers, drawing and painting designs to be used on cabinets, etc.
(c) Painting the clay objects modelled.
(d) Making pasteboard furniture. Painting it.
(e) Finger-painting scenes.
(f) Making a movie.

7—Music—Physical Education—

Singing and acting songs centered around the unit, such as:
"Before I Go to School," Health songs as: "This is the Way I Wash My Teeth," "Ham and Eggs," "Fresh Air Birdies,"
Safety songs as: "Look Out," etc.
Nursery rhymes such as: "Old Mother Hubbard," "The Farmer in the Dell," and their own compositions about their activity.

IX—Outcomes

1—Habits—

Neatness, orderliness, honesty, working together happily, helping others, sharing with others, completing things begun.

2—Skills—

Improvement in writing, drawing, cutting, painting, coloring, and designing. Improvement in reading and counting.

3—Abilities

Expression of thought, counting, measuring, reading for information, matching colors, recognizing words and numbers needed in the unit.

4—Attitudes—

Consideration and respect for the rights of others.
Tolerance for others' mistakes.
Determination to improve in own work so as to make it his best.
Desiring orderliness and relative amount of quietness in his work.

5—Appreciation—

(a) For their homes and family.
(b) For privileges and comforts they enjoy.
(c) For their background laid in history by their fore-parents.
(d) For opportunity to learn and improve on what they now have.

6—Understandings—

That we should do all we can to keep our homes in this country as safe from enemies that seek to destroy them as possible, such as: fire, disease, war, and faithlessness.
That each can help by doing his part in his own home, school, and community.

Faith

It matters not how dark the day
Or how the rain does pour.
If sunshine lives within my heart,
I do not ask for more.

God grant me power to always know
The sun's behind the cloud.
And that the wheat's green shoots will push
Above their snowy shroud.

Let winter winds their hardest blow
And icy storms sweep by.
Spring's flowers will brighten the world again
And songbirds fill the sky.

For it matters not how dark the day
Or how the rain does pour,
Let faith and sunshine fill my heart,
I would not ask for more.

MRS. ROSE LEARY LOVE,
Charlotte City Schools.

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A Health Decalogue

By Junior English Class
Sedalia High School, Sedalia, N. C.
Vina Wadlington Webb, Instructor

I. Thou shalt take into thy system only wholesome food.
II. Thou shalt take proper exercise outdoors and sleep within an air-conditioned room.
III. Remember that water is still the strongest drink.
IV. Thou shalt avoid contagious diseases with all thy might.
V. Thou shalt appear before the doctor twice a year.
VI. Thou shalt not keep late hours.
VII. Remember that cleanliness is next to Godliness.
VIII. Above all, keep thy mind pure, for only thus canst thou be happy.
IX. Thou shalt impart these laws to thy weaker brother.
X. Thou shalt travel diligently upon this road to health all the days of thy life, and thy children shall rise up and call thee blessed.

Associations of Colleges and Secondary Schools Hold Session

A program for higher education for Negroes that would more nearly meet their needs than adhere to the Supreme court ruling on separate but equal educational facilities was advocated by Dr. George A. Works, dean emeritus of the University of Chicago, speaking before 150 members of the Association of Colleges and Secondary Schools for Negroes in their tenth annual session at Bennett College Thursday, December 9.

Such a program Dr. Works suggested should provide for higher education in each state through (1) development of a strong liberal education at the undergraduate level; (2) undergraduate instruction in agriculture and home economics; (3) professional education for teachers to meet certification requirements; (and (4) undergraduates and graduate instruction in areas where there is opportunity for Negroes and where the numbers seeking it are large enough to make possible a high quality with a reasonable per capita for current expenses.

Dr. Works advocated also scholarships and institutional agreements where the number involved does not justify giving the work in a state institution and scholarships although the state may or may not offer instruction in the fields.

These devices the distinguished educator declared, are equally applicable to whites and should be utilized more fully in the future.

Continuing the theme of the meeting. "The Present and Post-War Responsibilities of Negro Colleges and Secondary Schools," Dr. Carson Ryan of the University of North Carolina asserted that, "The South is in the dilemma between the things we know we ought to do in terms of the needs and the effort to maintain conventional standards.

He advocated that schools and colleges make available staffs and materials, permit flexibility of courses and credits, furnish guidance to in-service teachers, and conduct special studies and experiments significant to curriculum programs.

Dr. Dabney S. Lancester, state superintendent of instruction, state of Virginia, foresaw the day when schools must operate on a twelve months' basis, and have facilities adequate and equal with no regard to race or religion.

Dr. Chaning Tobias, senior secretary for colored work, national YMCA, stated that educators must recognize that Negro students while getting an education in exclusively Negro schools cherish the interracial ideal with which they can meet the liberal-minded white students who are working for the abolition of the double-standard in education.

He praised the educators whom he described as, "Maintaining the principles of democracy in education and at the same time operating patiently within an area that recognizes as double standard of citizenship. He observed that their patience and keeping inviolate the high principles and at the same time working within the system that observe dual standards have enabled them to get what they have in public funds and at the same time see attitudes change in the direction of democratic ideals.

At the noon meeting in Annie Merner Pfeiffer Chapel President L. S. Cozart of Barber-Scotia college reviewed the ten-year history of the association which, he said, has experienced a period of exploration and application.

Speaking to the commission of higher education Tuesday afternoon, Dr. Flemmie P. Kittrell, dean of women at Hampton Institute, expressed the conviction that the schools would provide training for a good living after the war when women will be pushed back to normal home and family life.

She assailed the schools and colleges for sending out graduates who are not prepared to accept the roles of life and charged that the health of college women graduates is not as good after graduation as when they entered college.

R. T. Tatula, Charlton-Pollard high school was elected president of the association. Other officers are: Dr. Felton G. Clarke, president, Southern University, Scotlanville, La., and Winston Douglass, principal, Booker T. Washington High, Norfolk, Va., vice-presidents. L. S. Cozart, president Barber-Scotia College, Concord, N. C., was returned to the post he has held since the organization of the association ten years ago.

Elected to the executive committee were: A. R. Manley, supervisor, of high school, N. C. state department of education; W. J. Davenport, principal, Howard high, Chattanooga, Tenn., and K. W. Green, S. C. State College, Orangeburg, S. C.

Appointments to the commission of higher education included: Gilbert L. Porter, Lincoln High, Tallahassee, Fla.; T. E. McKinney, dean, Johnson C. Smith University; J. P. Whitaker, registrar, Atlanta University ,and H. Council Trenholm, president, Alabama State Teachers College.

Members named to the commission on secondary schools were: Dr. J. A. Derbigny, Tuskegee Institute; J. A. Simmons, Columbia, S. C., Miss A. A. Boley, Scotlandville, La.; Lt. James A. Colston, Bethund-Cookman College; Mrs. Annie F. Davis, Tougaloo College High School; B. F. Baker, Mobile County, Ala.; Dr. Earl L. Sasser; A. E. Manley, Raleigh; W. R. Jackson, Lincoln Grant High; W. J. Davenport, Chattanooga, Tenn.; E. O. Smith, Phillis Wheatley High; Winston Douglas, Norfolk, Va.; and E. C. Peters, Prairie View State College.

The association accepted the invitation of S. C. State College, Orangeburg, S. C., and will meet there December 7 and 8, 1944. Lincoln University, Jefferson City, Mo., was accepted as a new member pending confirmation of its approval by the regional accrediting agency.

Educating the Pre-School Child for Life

By B. Yancey Jervay
Head of Home Economics Department,
Shaw University

Illustration II: These little fellows through pre-school activity are able to recognize modern developments—This picture shows them gazing at an airplane.

Illustration I: This little girl is getting pre-school training in household activities by ironing dollies clothes.

The past year brought to the state of North Carolina numerous defense areas. Along with these came the opening of Nursery Schools to take care of children whose parents are employed in defense industry.

The question is constantly before us, what is the function of the nursery school? Just this . . . the nursery school provides an atmosphere in which the young child feels "at home." The furnishings are his size, low shelves make toys accessible so that he may take his choice. Plenty of time is allotted for the use of materials and equipment. The nursery school's schedule is so flexible that the child is hardly aware that one part of the day's program has ended and another has begun. Only the routines, the habit forming part of the program comes at the same time each day.

Each child is different. Some are shy, some are aggressive or leader type, others are excellent followers. Many children will go almost at any length to secure attention and approval from adults and other children. There is no approved pattern in which all pre-school children are to be moulded, the nursery school takes the child as it finds him. He is regarded as an individual at all times. That is why the nursery school must keep its enrollment small if it is to fulfill its purpose.

Social adjustment of the individual child through guidance is one of the nursery schools aims. The "bully" must learn that other children want turns in the use of toys, and that there are satisfactory ways of getting the use of them other than taking them away from a smaller child. The shy child needs to learn to say "It's my turn" and hold on to the toy that he has not finished playing with. Nursery schools should be provided with a wealth of correctly chosen play toys, stories and creative materials.

Daily care is given the physical plant to prevent contagion. Precautions are taken to safeguard the hea th of each child. Floors are kept clean, toys are scrubbed frequently, dishes are sterilized etc.

Facilities for rest must be adequate. The noon day meal should meet one-half of the child's daily food requirement.

If the nursery school provided the child only with a calm and unhurried atmosphere for his waking hours its service to the individual child is justified as this contributes to mental and emotional stability.

Persons in the teaching field who find it convenient to visit in the nursery school may observe activities which inspire original teaching aids such as illustrations 1 and 2 which are responsible for the verses below.

MY BABY'S CLOTHES

My baby's clothes are clean today,
I like for them to be that way,
She's waiting now to get dressed up
So I can take her out with pup.

THE AIRPLANE

I see an airplane in the sky
Oh! how high it does fly,
What a beauty to see
So far away from me.

GRAY & CREECH, Inc.

CHARLOTTE : WINSTON-SALEM : RALEIGH

MIMEOGRAPHS and

MIMEOGRAPH SUPPLIES

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NORTH CAROLINA NEGRO TEACHERS ASSOCIATION

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The Approaching Meeting of the Sixty-Third Annual Session of the North Carolina Teachers Convention

At Raleigh on Thursday, Friday and Saturday, April sixth, seventh and eighth, the Association will hold its sixty-third annual Convention.

At the disposal of the teachers will be the beautiful Memorial Auditorium of the city and the fine facilities of the Shaw University.

The teachers, I am sure, would wish through the RECORD, in advance express to the president and his faculty, their thanks for so freely opening for their use the buildings and facilities. This kind of hospitality is traditional of Shaw University. It has been tested many times.

On Thursday evening at 8:30 in the chapel of Shaw, the first General session will begin. President Daniel will welcome the teachers for the city and County teachers and the Mayor of Raleigh or his representative will bring a welcome on behalf of all the citizens of Raleigh. Professor Hugh V. Brown, principal of the Dillard High School, Goldsboro, will make a fitting response for the visiting teachers.

As invited guests Doctor Horace M. Bond, president of Fort Valley State College, Fort Valley, Ga., will address the teachers.

Doctor G. B. Phillips of the University of North Carolina will report on the Program of the Planning Commission, on invitation of the Association.

On Friday afternoon from 3:30 to 4:30 the entire body of teachers will join in celebrating the Twenty-fifth anniversary of the Standardizing of the Colored High Schools of North Carolina.

The place of this meeting will be announced at the Thursday evening session.

On Friday evening at 8:00 the second General session will be held in the Memorial auditorium of the city.

The guest speakers for this evening are: Doctor Roma Gans, Associate professor of Education, Teachers College of Columbia University, Doctor Franklin Frazier, professor of Sociology, Howard University, Washington, D. C., and Doctor Clyde A. Erwin, Superintendent of Public Instruction, North Carolina.

On Saturday morning beginning at 10:30, the Business session will be held in the chapel of Shaw University. Teachers will greatly profit by attending this session. There will be an auditors report, report of Executive Secretary and the Treasurer, presenting and adopting the budget and election of officers, etc. Remain and exercise your franchise in this meeting —so you won't have to say as you get away we had no voice.

Departmental Meetings

are preparing interesting programs, in the various sections.

The Industrial Section will present on their program, Mr. E. P. Westmoreland, Special representative Vocational Defense Education, Washington, D. C. The same speaker will appear also before the High School Principals group. In the Science and Mathematic Division of the High School Section, Dean J. B. MacRae of the Fayetteville State College will appear as guest speaker.

In the Department of Music, Doctor Luther R. Richmond, State Supervisor of Music will be the guest speaker.

The Department of Physical Education will present their program in the gymnasium of Shaw University.

Mr. Charles E. Spencer of the State Department of Physical Education will witness these exercises and speak to the group.

The General Elementary Section will hold their meeting in the Shaw chapel Friday morning at 10:00 and are honored in having as their guest speaker, Doctor Roma Gans of Teachers College, Columbia.

The Library Section and the General Elementary Section have informed us that their programs are in the making.

Space will be left on the printed programs for other sections not yet reporting, as requested.

Among the social and semi-social activities of the meeting will be provisions made for the entertainment and comfort of visiting teachers.

Shaw University will provide a midday lunch in the dining room of the University.

The Washington High School of the City will provide a light lunch on Friday and a light breakfast Saturday morning.

Classrooms on the campus of Shaw will provide for the various sections, properly designated.

Attention is especially called to the time and place of the business meeting. Shaw chapel at 10:30 a.m.

The offices of the Executive Secretary and also of the Executive Committee will be in the East and West rooms in the front hall of the Memorial Auditorium. After the Thursday night meeting the Executive Committee will hold its meetings somewhere in room on the campus of the college.

As far as the editor can see as he pens these words on this dreary rainy day; the outlook for a fine meeting in Raleigh is encouraging, and he is predicting that after the meeting visiting teachers will be able

(Continued on Page Nine)

Creating a Satisfactory Learning Situation

By Mrs. S. S. Morton
Primary Teacher in the P. W. Moore School
Elizabeth City, N. C.

The question that must confront every thinking teacher is: "What learning situation is developed by my procedure?" Our teaching-process should center around the child. The child learns by his own activity. Then it is the teacher's business to supply opportunity for the child to act.

Pupils who study and work in school with desirable learning situations provided for them will become thinking human beings before leaving school and will be ready to render to society the highest type of citizenship.

I have attempted to give in detail the part of the teacher and the child in a satisfactory learning situation.

GROWTH PERIODS IN LEARNING TO READ

The Teacher's Part

STAGE I

1. Stimulate interest by:
   (a) Utilizing children's initiative in getting material and in procedure.
   (b) Making reading a part of all the class does.
   (c) Using the children's own material for reading.
   (d) Introducing books of all kinds and encouraging children to bring books to school.
   (e) Using bulletin boards to arouse interest in unknown material.
   (f) Using suitable seatwork devices.
2. Call attention to the simple mechanics of composition—first sentence, periods, etc.
3. Give test for this stage.

STAGE II

1. Continue use of charts, library books, bulletin boards and seatwork.
   (a) Tell the story before child reads it.

(Continued on Page Ten)

The Approaching Meeting of the Sixty-third Annual Session of the N. C. Teachers Convention

(Continued from Page Eight)

to report on return to their homes; the sessions were full of enthusiasm; the guest speakers were magnetic and informing as well as our own; the WEATHER, let us hope, (April you know) was ideal; the attendance reached a high record; the local entertainment superb.

Finally—the 1944 convention was, by any standard a good meeting. All this, in spite of this gloomy March day. So come to Raleigh and share these pleasures.

AND—in order that your Executive Secretary, who has had plenty to do before the meeting, may not be too hard worked at the meeting, send in at once, as over two thousand have already done your rosters and your fees—get cards and tags, and thus lighten the burden upon Secretary and his helpers.

Of Interest to Junior Commandos In The Public Schools

In an effort to stimulate Junior Commandos to be of greater service to Uncle Sam, Mrs. Rose Leary Love, a frequent contributor to this magazine, has written a song for this organization.

The song is in the hands of the publisher at this writing but Mrs. Love hopes to have the finished copies in a short time. Schools having Junior Commando Units should be particularly interested in such a song. The words are inspiring and snappy. The music is tuneful as well as not too difficult. Copies of the song may be secured by writing Mrs. Love at her address, 620 E. Boundary Street, Charlotte, N. C. Price of music is 25 cents per copy.

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Ladies' Lounge and Rest Room for your convenience.

IN RALEIGH IT'S

MOTHER DAUGHTER

Creating A Satisfactory Learning Situation

(Continued from Page Nine)

(b) Emphasize story and story pattern.

2. Give test for this stage.

STAGE III

1. Continue stage I as in II.
2. Continue to read Primer.
3. Gradually give less content preparation.
4. Begin preliminary work in phonics.
5. Give test for this stage.

STAGE IV

Periods A and B

1. Continue stage I as in II.
2. Give still less and less content preparation.
3. Periods different types of Supplementary reading.

Period A

1. Complete Primer.
2. Phonics.
   (a) Review simple initial consonants.
   (b) Introduce initial compound consonants.
3. Give test for Period A.

Period B

1. Introduce and complete the First Reader.
2. Complete work in phonics.
3. Give test for Period B.
4. Give Gray's check Test No. I.
5. Give Gray's Oral Reading Tests.
6. Give Haggerty's Silent Reading Tests.

STAGE V

1. Continue stage I as in II.
2. No content preparation.
3. Free choice of reading material.
4. Mostly silent reading.
5. Only limited amount of group work.
6. Check on content.
7. Phonics for individuals if necessary.
8. Give Standard Tests, Oral and Silent, at intervals often enough to determine progress.

The Child's Part

STAGE I

1. Awaken interest.
   Charts.
2. Becomes interested.
3. Sense the reading situation.
   (a) Sees how reading is used in ways vital to him in connection with everything the class does.
   (b) Brings books to school.
   (c) Is interested in all books to know what they contain.
   (d) Thinks it fun to read the charts the class composed (known material).
   (e) Thinks of print as sentences telling a story, not as "letters and words."
   (f) Is making happy associations with learning to read.
   (g) Acquires composition sense, as well as sentence sense.
   (h) Acquires simple mechanics —reading from left to right and down the page.

STAGE II

Desire to explore the unknown

Primer

1. Has desire to read books.
   (a) Reads from memory.
   (b) Recalls and anticipates content in mind.
2. Thinks of reading as a process of thinking, not calling words.

STAGE III

Word Conscious

Primer

1. Becomes conscious of definite word forms without losing content.
   (a) Balks at unknown words. He does not guess.
   (b) Corrects another child.
   (c) Remarks of similarity and differences in words.
2. Anticipates meaning of some new words when context warrants.
3. Notices words, in signs and newspapers and books at home.
4. Wants to follow print when some one else reads aloud.
5. Gives up use of line marker.

STAGE IV

Feeling of independence

Period A Period B

First Reader

1. Begins to feel his independence in reading.
   (a) Does not wish to look at pictures or have part of story told before he reads.
2. Begins to want to take books home to read.
3. Begins to read books on school library table.
4. Anticipates many new words through content plus the beginning sounds.
5. Can read any simple first grade material.

STAGE V

The Goal

1. Has love for reading.
   (a) Interested in all reading to which he is exposed.
   (b) Enjoys reading. Reads a great deal. Reads many books at home.
   (c) Is obviously absorbed when reading.
2. Has ability to read.
   (a) Is forming desirable oral and silent reading habits.
   (b) (Reads rapidly and with conscious effort.)
   (c) Can read any material within his experience with full comprehension.
   (d) When necessary applies his knowledge of Phonics intelligently.

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Children at Work—Grade 3B—Cleveland School, Shelby, N. C.—Teacher, Miss Ezra A. Bridges—Activity—Homes and Houses Now and Long Ago.

Center of Interest-Community Life

GRADE 3

Homes and Houses Now and Long Ago

By Miss Ezra A. Bridges
Cleveland School, Grade 3, Shelby, N. C.

Unit Problem—How do our homes, houses and living conditions differ from those long ago?

How The Activity Originated

The children in grade three read many stories about children in other lands.

From these many discussions grew.

They wanted to know something about the homes and houses in which their foreparents lived. They, also, wanted to know something about the homes in which man first lived.

Thus the unit began.

Teachers' Objectives

General: To help pupils to realize that American ideals and the advantages of today are largely the result of the labors of their forefathers.

Specific: 1. To teach pupils the need of homes.
2. To give pupils a knowledge of homes in prehistoric times.
3. To acquaint pupils with the homelife of children in other lands. To make comparisons.
4. To give pupils a knowledge of pioneer life.
(a) American Indian.
5. To help pupils to make surveys to find out how modern homes are built.
6. To develop an appreciation for the helpers who build our homes.
7. To acquaint children with the different kinds of building materials.

Children's Objectives

1. To construct a modern home.
2. To find the answers to their questions by working in groups or committees.
3. To collect as many different kinds of building materials as possible.
5. To plan the culmination of the unit.

Initiation

The children were shown many pictures of prehistoric man, early pioneers and houses of people in other lands.

After the pictures were displayed they decided that they wanted to draw some of the pictures which they had seen and put them about the room as a part of the decoration.

All pictures and blackboard borders in my room were made by the children.

Teachers' Preparation

1. Selecting and securing books relating to the unit to be used as references.
2. Outline the unit of work so that a logical order may be followed.
3. Ordering materials bearing on the unit.
4. Planning trips and excursions to be made by the class.
5. Reading widely on the subject in order to have a wealth of information.

Subject Matter Outline

I. Why people need homes:
- A. Protection from weather.
- B. Protection from common dangers.

II. The very first homes:
- A. People of prehistoric times.
  1. Savages
  2. Food
  3. Language
  4. Man's first home—a tree
- B. The cave in the rocks.
- C. Waterproof tents.

D. Shelters of branches.
E. Stone houses.
F. The lake house.
1. Size
2. Number of rooms—how used
3. How the houses were made—materials
4. How the food was prepared
5. Furniture
6. No school for children
G. The tree dwellers.
1. Why the people built homes
2. Work in the homes
3. Furnishings
H. The land people.
I. The tent dwellers.
1. Tents were the very first shelters
2. Materials —leaves—branches; portable tents of gorgeous silks and wonderful cloths—how made
J. Indian tents—wigwams or tepees.
1. Material — deer skins — how made
2. How Indians live today
K. Tents of the Arabs—desert life.

III. Huts of many kinds:
A. African huts.
1. Materials: mud — straw — wood or stone
B. Huts in China, India and South America—how made.
1. Explain the term "thatch"
2. How made
3. Huts of bamboo

IV. Igloos:
A. How the house is made—materials.
1. Shape
2. Entrance
B. How the Eskimo keeps warm.
C. Furnishings.
D. Something about his homelife.

V. Japanese homes—how made:
A. Materials used, etc.
B. Furniture — something about their customs in the home.

VI. Touch upon the following:
A. Dutch homes and others in foreign countries.

VII. Pioneer homes:
A. A log cabin house.
1. Early Pilgrim fathers
2. Tools used for building—ax
3. Material—wood
4. How the cabin was built Refer to Carpenter — The Houses We Live In—pages 21-24
5. Number of rooms
6. Windows—how made—materials used
7. How the doors were locked
B. How the pioneers lived.
1. Furniture—beds—how made
2. How the cooking was done
3. How the fires were made
4. The dishes—spoons, etc.
5. How the houses were lighted
6. How the pioneers protected themselves from the Indians
7. Explain the term "stockade"
8. Log houses—homes of the following presidents:
Abraham Lincoln
Garfield

VIII. Colonial homes:
A. Why the settlements were called colonies.
B. Where the first Americans came from.
C. Why their homes were different.
1. New York
2. New England
D. Colonial homes of Virginia, Maryland and other parts of the South.
E. Shelters for Negro slaves.
F. Some early Colonial homes:
1. George Washington's—Mount Vernon
2. Robert E. Lee's—Arlington
G. Furniture in Colonial days. Reference—The Houses We Live In—pages 21-30.

IX. Some houses of today.
A. Houses built of wood.
B. Houses built of stone—wood. Explain the term "asbestos."
C. Houses built of brick.
D. Houses with stucco walls. Explain the term "stucco."
E. How modern homes are lighted.
F. How modern homes are heated.
G. How modern homes are furnished.
H. Discuss the homelife in the modern home.
I. Let pupils make comparisons here of **early and modern homes.**

X. Types of building materials:
A. Wood—its use in building houses.
B. Brick.
C. Stone.
D. Stone-wood.

XI. Discuss the workers who build our homes:
A. Carpenters.
B. Lumbermen—lumber mills.
C. Bricklayers.
D. Painters.
E. Plasterers.
F. Plumbers.
G. Electricians.
H. Tinsmiths.

XII. Summary—Test.

What The Children Wanted to Know About Homes and Houses Now and Long Ago

1. Were houses made long ago as they are now?
2. Of what were houses made long ago?
3. How were houses made inside long ago?
4. What kind of furniture did they have in their homes long ago?
5. Where did they get the materials to build the houses?
6. How did the Indians build their homes?
7. How were log houses made?
8. Did the Pilgrims have houses like we have today?
9. Do people all over the world live in the same kind of houses?
10. What kind of homes are there?
11. Are all houses made of the same material?
12. What are some of the materials used in building our homes?
13. Who are the workers that build our homes?

Activities

1. Took a trip to a nearby sawmill. (O. W. Wilson's home)
2. Visited a lumber yard. (Z. J. Thompson's and Carl Thompson's Lumber Yard near Southern Railroad)
3. Visited Doris Lowe's farm to get clay to build houses.
4. Took trips and excursions in our community to see the different types of homes.
5. Collected building materials.
6. Made grass and straw huts.
7. Made friezes of Indian and pioneer homes.
8. Visited the rock quarry.
9. Made stories about houses.
10. Read stories.
11. Built a modern home.
12. Made booklets showing homes made of different kinds of building materials.
13. Planned the culminating exercise.

Correlations

Reading:
1. Daily programs from the blackboard.
2. Chart stories based on their experiences.

Spelling:

cave	tent	homes	brick
tree	tepee	houses	stone
cabin	hut	colonial	wood
wigwam	log	modern	forest

Writing:
1. Simple sentences which contain unit words. Refer to the above list.
2. Titles for pictures.
3. Writing letters to teachers and pupils in other schools telling them about their study.
4. Writing short sentences.

Arithmetic:
1. Measuring materials needed to build a model house.
2. Finding the cost of materials needed to build a house.
3. Finding the cost of various houses in our community.
4. Make a comparison with pioneer days.
5. Finding out the number of helpers needed to build a house.

Language (oral):

1. Telling stories.
2. Making original sentences using words given under "Spelling."
3. Making oral reports about trips and excursions made.
4. Memorizing poems (choral reading).

Language (written):

1. Writing letters.
2. Writing paragraphs about various experiences relating to the unit.

Civics:

1. Discuss such topics as:
   a. How to beautify your home.
   b. Making and keeping yards attractive.
   c. Helping in the home.
   d. Citizens of long ago and now.
   e. Discuss safety in the home.
   f. Amusements.

History:

1. A brief history of the homes of long ago.
2. Make a comparison with homes of today.

Science:

1. How the homes were lighted and heated long ago.
2. How modern homes are lighted and heated.
3. Discuss types of building materials:
   a. brick
   b. stone
   c. marble
   d. wood
   e. electricity
4. Water—how we get it today.
5. Sewage, etc.

Music:

1. Let pupils make original songs.

Art:

1. Draw homes of children in other lands.
2. Draw pioneer homes and colonial homes.
3. Draw Indian wigwams or tepees.

Constructing:

1. Make a log house.
2. Make an Indian wigwam.
3. Make a model house of today.

Geography:

1. Show pupils on the map where early pioneers settled.
2. Locate places in our community where different types of homes may be found.
3. Show pupils on a map the places where we get different kinds of building materials.
4. Discuss occupations of:
   a. Prehistoric man
   b. The Indians
   c. The pioneers
   d. Today

Health:

1. Discussion: How pioneer homes were kept clean.
2. Problem: How may we keep our homes clean.

Report of Outcomes

An appreciation of our forefathers and the inheritance which has been ours.

A knowledge of homes and houses of long ago.

An appreciation of the helpers who build our homes.

A knowledge of how people live in other lands.

The ability to draw.

The ability to speak.

The ability to make comparisons.

The ability to work harmoniously together.

The ability to read.

A knowledge of how to plan and work in groups independently of the teacher.

A knowledge of different types of building materials.

The attitude of inquiry.

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Of Interest to Teachers

Ten fellowships in health education at the University of Michigan summer session this year, from about June 22 to August 14, are being offered by the National Tuberculosis Association in cooperation with the state and local associations to Negro nurses, teachers, and health education workers resident in seventeen southern states.

The items covered by these fellowships include transportation, tuition, room and board, and a reasonable allowance for books, amounting to a sum between $175 and $225. Last year one of the fellowships was awarded Mrs. Gertrude Taylor, supervisor of elementary education in the Negro schools of Durham. Information about making applications for such a fellowship can be obtained from the North Carolina Tuberculosis Association, Box 468, Raleigh. Applications must be submitted to this association not later than April 20.

Teaching English in the Elementary School With Special Reference to The Upper Grades[1]

By John W. Parker
Department of English, Fayetteville State Teachers College
Fayetteville, North Carolina

WHAT influences us most at this moment is not the beauty and the dignity of this gathering, and that is remarkable, nor the fact that I have accepted your kind invitation to speak on given aspects of the teaching of English and spelling in the Elementary School, but rather the fact that our nation has had to come to grips with a deadly enemy, that our elementary schools, and our high schools and indeed all our schools are at war, and that you and I gather here this morning under the very shadow of a devastating world catastrophe.

The terms Pearl Harbor, Stalingrad, War Manpower Commission, Bataan, total war, Guadalcanal, portal to portal pay, master race ideology, and "above and beyond the call of duty" have become increasingly meaningful and have come to stir our emotions deeply. In his recent Christmas eve address to the nation, President Roosevelt remarked that three fourths of the population of the world is at war and during the same evening Bethlehem, the birthplace of Christ, lighted Christmas candles for the first time in four years. In September past, Prime Minister Churchhill boiled the whole situation down to this epigrammatic statement: "We must now have world order or world anarchy."

Obviously, all this gives added point to the programs now sponsored by our schools. Boys who had never until recently seen New York or Chicago or San Francisco have, speaking broadly, followed the stars and stripes to the four corners of the earth. Their experiences have been many; they have been broad and deep. What we must not forget is that these vital experiences must be communicated and that the major instrument of communication is language, for us, the English language.

To the problems incident to the teaching of English in the upper grades of the Elementary School there is no end. While our remarks shall be confined to four language areas—spelling, the mechanics of writing, grammar and sentence sense, it is admitted that the ability to read is at the heart of the Elementary School program and, for that matter, at the heart of all subsequent programs. The modern method of teaching language bases instruction upon the needs of the pupils and spelling can be thought of as no exception to the rule. Here as elsewhere throughout the language program, the two key concepts are **functionality** and **integration.** To put it another way, spelling is no end in itself; as a matter of truth, not important in itself; its worth lies in the fact that it is an indispensable part of the machinery of written expression.

A procedure of teaching spelling which has ingratiated itself with many teachers is that of requiring the pupil to employ in a sentence words from a standard list with emphasis, of course, upon the correct spelling of the word assigned. This scheme eliminates that highly-objectionable feature labeled as "rote spelling," for while the original emphasis is on the spelling of the word, the speller is compelled to sense the manner in which the word becomes a member of a team of words whose one goal is the clear expression of some specific idea. In short, by the procedure of learning to spell a word in its functional setting, the instructor ties up, as well she should, reading, sentence sense and spelling in a single process.

In this same connection, Miss Elizabeth Guilfoile, writing in **The Elementary English Review** for January, 1943, recounts a project in functional spelling in which the pupils welcomed the learning of new words preparatory to writing Valentine and Christmas cards, which task of course led them to learn the correct spelling of given months, cities and states. A second project in spelling grew out of the children's desire to purchase a microscope. As the idea took shape, it became necessary to write a letter to the manufacturing company for comparative prices, a request to the Board of Education to donate them a microscope, and finally lists of items they could make for their bazaar, get from their art teacher, from the principal, or from some member of their community. Each letter or list necessitated a knowledge of the correct spelling of new words.

Interestingly enough, Harold Sthraub in his article "An Organismic Approach to Spelling," found in **The Elementary English Review** for February, 1942, repudiates the notion of employing in a sentence words from a standard spelling list and insists that "spelling, like reading, like arithmetic, like honesty, like kindness and like everything else must be taught in wholes of experience and not sectioned into a spelling area, not to mention isolated lists of words." He has found virtue in having the student learn the meanings of words first and subsequently, the technical spelling.

Be the method whatever it may, when spelling difficulties persist,

1 An address delivered before the Language and Spelling Group of the Cumberland County Elementary Teachers Professional Association, Fayetteville, N. C., January 15, 1944.

it appears sound to resort to some type of remedial or supplementary work. Easley Jones in his book **Practical English Composition** has fallen upon the idea of isolating the demons (words which students by and large misspell), and of tracking down in this relatively small list of words the exact spot or spots at which the difficulty occurs—**ar** in **separate, ie** in **believe** and **i** in **divine** being cases in point. In the examination of four million words from 15,756 themes written by college freshmen Jones and his associates found that twenty-five demons accounted for eleven per cent of all the errors and that fifty demons served as the basis for sixteen per cent of the total number of errors.

Functionality and integration are likewise principles underlying the teaching of the mechanics and grammar. Among other things modern acceptable teaching of language, the mechanics, usage, grammar, spelling, punctuation and sentence structure does not mean separate lessons for their own sake unless related to work done by the pupils. It does not mean piecemeal mastery of isolated items or principles, but a unified scheme by which all of these are taught in varying degrees at the same time. Perhaps most of the teaching of grammar and of the mechanics will grow out of the teaching of written composition. This idea, however, should not be pushed too far. There are, I believe, principles of grammar that should be taught and mastered in the upper grades to such an extent that gross illiteracies such as **I seen, I does, them things, aint got no, we was, he do** are gradually eliminated and the principles so mastered that they can be applied in new situations.

The instructor of English should be certain to bring it home to the pupils that the principles of grammar and the mechanics of writing are not ends in themselves; far from it; but that they are members of a team of symbols designed to express clearly some idea.

The presentation of a series of paragraphs without benefit of capital letters or punctuation serves sometimes to fix in the mind of the learner the value of these items in the integration of thought.

Now to the matter of grammar. What of the teaching of the eight parts of speech as such in the upper grades? Dr. Dora Smith of the University of Minnesota, an authority in the field of the teaching of English, has expressed what may well be categorized as the modern view, "I should say," she goes on, "that it does not seem to me important to teach the parts of speech in the elementary school. As an approach to language, they are artificial at best. For that reason, I should rather give the English course in the upper grades a different emphasis — one which would develop vocabulary well, which would make a direct attack upon the type of mistakes the children make and would leave the classification of the parts of speech to later years."

Even so, I am inclined to think that we venture out upon thin ice when we make a blanket recommendation for the approach to any item in the many and sundry English situations in the upper grades. Again, such a scheme leads us into a stereotype, namely that of allocating the learnings of the much-discussed eight parts of speech to this so-called segment of achievement or to that (elementary school, high school) and soon when what even Dr. Smith suggests in one part of her statement is the learning of **what** is needed **when** it is needed to express the idea under consideration. Our Cumberland County situation, I think, warrants reference to the eight parts of speech, if only as supplementary drill or remedial exercises.

Another demon in the teaching of English is what is commonly referred to as "sentence sense." Few people, including teachers of English, can remember exactly when or how they came upon the unmistakable distinction between sentence fragments and complete sentences. Continuous exposure to complete sentences (rather than to sentence fragments), analysis, copious illustrations sometimes aid in fixing sentence sense. Here again is the matter of teaching in "whole" units of experience.

It is recommended for the lower grades, and I have found it applicable to the upper ones and even to college classes, that the reading of sentences or fragments of sentences aloud sometimes brings to the surface errors in sentence sense that escape other means of detection. Likewise, the finer points of sentence structure such as smoothness, harsh diction and rhythm are often revealed through merely a careful reading of the sentence aloud. Again, in the upper grades the desired effect is frequently gained by making it clear that a sentence includes the thing we are talking about and what we are saying about it. Confusion arises here of course when we go beyond simple sentences.

In this area as in others called up throughout this discussion there is perhaps no "best method," for the same method varies in effectiveness from teacher to teacher, from student group to student group and from one school system to another. The method is perhaps advisable which elicits from a given student group the most favorable responses.

Written composition in the upper grades necessitates considerable motivation. The effort should be purposive effort. In life people do not write "exercises" and likewise we cannot reasonably expect the best output from the pupil who is writing a "theme" merely, as he sees it, to be writing a theme. The posting of well-written essays on the bulletin board, the presentation of them occasionally at the chapel exercises or the inclusion of them in the school paper have been known to serve as means of motivation.

Not infrequently the encouragement of pupils to write upon topics of genuine interest to them pays dividends in terms of better themes. Themes written in class have the advantage of the expert advice of the instructor **when** and at **the exact points** where assistance is needed. The errors which crop up in written themes warrant (1) careful analysis by the writer of the theme and (2) a follow-up by the instructor in charge.

Schemes of grading written themes are at best a compromise. A half dozen teachers of English may rate the same theme differently, for in the back of the mind of each is a different scheme of

(Continued on Page Sixteen)

A Unit on Paper and Paper-Making

Teacher, MOZELLE H. HOLLOWELL
5th Grade
Negro Elementary School, Statesville, North Carolina

The boys and girls in the fifth grade were active in helping with the "Paper Scrap Drive." When they brought in their paper they tied it in bundles, weighed and tied it up. They began to ask questions as to where paper came from that was used in the newspapers and magazines. They asked, "How is paper made? And what is paper made out of?"

The teacher began with these questions and the class made a study of "Paper and Paper-making." The following outline was worked out:

I. Use of paper:
- Newspapers
- Magazines
- Books
- Wrappings
- Containers
- Towels
- Labels
- Pictures
- Photographs
- Wall coverings
- Documents

II. Oldest paper makers:
- Wasps
- Chinese
- Egyptians

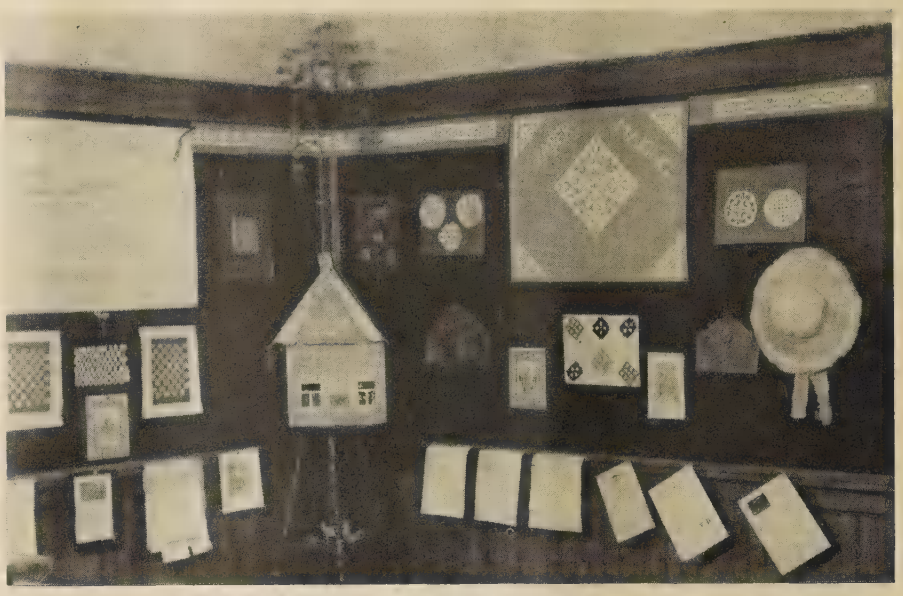
III. Paper made from:
- Papyrus
- Paper-mulberry in Asia
- Cotton and linen rags
- Wood-pulp
- Manila hemp
- Jute—twine

IV. Making of paper:
- The "beater"
- The refining engine
- The Fourdrinier machine
- The cylinder machine
- The "drier"
- The "calenders"

V. Kinds of paper:
- Newsprint
- "Bible paper"
- Parchment
- Waxed
- Rice
- Kraft
- Roofing and building
- Tissue
- Construction and drawing

VI. Handwork:
- The picture shows the handwork used in this study.

VII. References:
- Old Readers
- "The Story of Paper"—Marion S. Wheeler
- Compton's Encyclopedia
- The World Book



A Lesson in Papermaking
Morningside School, Statesville
Grade Five

Teaching English in the Elementary School With Special Reference to the Upper Grades

(Continued from Page Fifteen)

values, a different idea as to what constitutes theme value. The absence of an established "minimum of essentials" for each grade level further complicates the matter of adequate appraisal, for as we know the terms "Elementary School English," "High School English," "College English," and so on through the list are, speaking broadly, without foundation in fact. They simply do not exist. A noun is a noun and a gerund a gerund whether studied in the seventh grade or in the graduate school.

Be, then, the specific methods as they may, the principles, among others, which underlie the better practices in the teaching of spelling, grammar and the mechanics, sentence sense and composition in the upper grades are **functionality** and **integration**. Dr. Dora Smith has summed it up neatly: "Teach all the language arts in relationship to their use in the classroom and life in general. It seems desirable to do away with 15 minutes of spelling, and 20 minutes of punctuation and 15 minutes of writing and to integrate them all into a unified program of expression."

In the present period of war as in the period of peace, the call of the teacher of language at any level is an exalted one. The strong pull of out-of-school influences upon English expression including recurrent ungrammatical programs over the radio have served to intensify the problems of the teacher of English. Perhaps one of the many ways of meeting the challenge is the periodic re-examination of our practices and the principles which underlie them in the light of our objectives for the pupils immediately concerned and for the preservation and enrichment of our democratic way of life.

Western District: North Carolina Teachers' Association—Feb. 27, 1944

Theme: "Education for Victory"

Education for Victory in the Primary Grades

By Miss Ezra Bridges
Cleveland School, Shelby, N. C.

PROBLEM: How can we as primary teachers train pupils under our care to live successfully during and after the war? What can we do to meet the needs of these pupils? What type of education is needed?

To my mind these are very important questions.

The task of solving the immediate post-war problem is one that demands great attention and certainly one that is being discussed among industrialists, politicians, socialists, and educators.

Schools all over the United States are reorganizing their curricula to meet present and post-war needs.

Before we can plan an effective program in the primary grades for victory, we must make a survey to find out what the needs are, and plan effectively to meet these needs.

By reading widely, listening to the radio, attending movies and lectures, observing pupils at work in my classroom, working with clubs and agencies in my community and by studying the people in my community, I have been able to list here a few **objectives** which I think we as primary teachers should try to achieve.

1. To teach pupils the democratic way of life.
2. To help pupils to lead healthful normal lives.
3. To teach pupils thrift and economy.
4. To teach pupils self-control, fairness, justice, courtesy, and kindness.
5. To teach pupils to respect the rights of others.
6. To help pupils to master the tools of learning and communication so essential to everyday living.
7. To teach pupils cooperation.
8. To train pupils to be leaders and followers.
9. To provide experiences whereby pupils can develop their initiative.
10. To give pupils the best training possible on how to be a good citizen, and how to adjust himself in the home and environment in which he lives.

In order to achieve these objectives we as primary teachers must plan. How? What are some things to be considered in our planning?

I. In an effort to solve these problems one must have a **philosophy of education.**

There must be those things in which we believe. Do I believe in the traditional school in which the teacher was the "big boss" and children were permitted to move, speak, and do only at her commands; where the child was thought of solely in terms of subject matter?

Or do I believe in the democratic way of life? Where the education of the whole child is concerned? Where a child is left free to discuss, plan, lead, initiate and engage in purposeful activities.

This to my mind is very important. The success or failure of a primary teacher may depend upon the philosophy of the administration in which she works.

II. Know your community.

We should make a community survey to find out the needs. This survey can also give you materials and agencies available that will help you to solve your problems and meet the needs of the pupils and people in your community.

III. Know your pupils.

Make a personnel study of the pupils in your room. Know something about their homelife and background in order that you may deal sympathetically with them.

Make a cumulative inventory, jotting down daily the pupil's attitudes habits, needs, etc.

IV. What materials can I get to help me in planning my work?

1. Write to the Office of Price Ad-Administration (O.P.A.), Washington, D. C.

   They will send to you free of charge or at low cost, units of work, assembly plays, posters to be used in promoting story sales, materials on rationing, ceiling prices, black market, and other materials that will help you. They are anxious that pupils gain a knowledge of "Consumer Education."
2. Subscribe to such magazines as "Education for Victory" and others.
3. The Department of Education, Washington, D. C., and our own State Dept., Raleigh, N. C., will also send valuable helps.
4. We should use such visual aids as maps, pictures from magazines, movies, trips and excursions and the like. The radio can also serve to help us.
5. North Carolina has given to us courses of study in each subject area. Namely: The Twelve Year Program, Science, Music, Art and Physical Education.

   These, along with our own ideas and initiative, can help us in our planning.
6. "My Book to Help America," a book prepared at the suggestion of the U. S. Treasury Dept. by Munro Leaf, can be successfully used by the second and third grades. Parts of it can be reproduced in Assembly programs.

V. Procedure.

What procedure can I use to help me achieve my objectives?

How can I correlate my subject matter with present and post-war needs?

We as primary teachers need to give more attention to the Social Studies in our curriculum.

The work of the social studies may be organized around **Centers of Interest.** According to our course of study the centers of interest for each primary grade is as follows:

The First Year—Living together at home and in the school.

The Second Year—Living together in our community.

The Third Year—Community living now and long ago.

Certainly the teaching of these are necessary now and will be needed after the war.

Other units of work may be based on pupils' needs and interest, community and present day needs.

The social studies program organized around centers of interest or units of work gives pupils an opportunity to plan, organize, work together, initiate, develop leadership, fairness, justice, sharing, courtesy, to accept responsibility, to use the tools of learning: reading, writing, arithmetic, spelling, etc., in relation to life experiences and not as isolated facts.

Through organization of this kind many habits, attitudes and skills can be acquired.

Other units of work suggested to meet wartime needs are:

"Health and Fitness in Wartime."

The Post Office, in which pupils can be encouraged to buy War Stamps.

"Little Helpers in Wartime."

Through the teaching of these pupils can be taught thrift and economy in the classroom. They can also be encouraged to engage in such activities as scrap drives, waste paper collections, the saving of fats, etc.

Language Arts

How can the teaching of Language Arts help to meet present and post-war needs?

Reading, writing, language, spelling—certainly these are present and post-war needs. Pupils certainly should be given a thorough knowledge of these important tools of learning and communication. We as primary teachers need to put more emphasis on teaching pupils to read, speak, write and listen.

Arithmetic

Children must learn how to use numbers in everyday life. Pupils are using "ration books" daily, buying the food for the family. They are making victory gardens, selling scrap to buy War Stamps, buying War Stamps, bonds. Certainly these are valuable experiences to use during our Arithmetic period.

Health and Physical Education

Health and physical education should be stressed in the primary grades. This can be done through units of work, physical education programs and calling upon agencies such as the health department, nurses, doctors, etc.

The children should be encouraged to participate wholeheartedly in plays and games.

Science

How can the child live a wholesome, normal life and adjust himself unless he has a knowledge of the world about him?

May I remind you of one of the objectives of the Schools at War Program, namely, "Conservation"—prevention of waste of natural resources. It is more than that it is saving, preserving, increasing, loving, an appreciation of the creation of nature.

Children in the primary grades through the teaching of elementary science can be taught the usefulness of plants and animals and thereby develop an appreciation for them and plan ways and means to conserve these during wartime and post-war periods.

There is no better way to teach conservation, which is so vital to winning the war than through science meanings.

Music—Art—Creative Activities

Truly we should teach pupils such patriotic songs as:

"America," "America the Beautiful," "The Star Spangled Banner," and other patriotic songs.

Others: "God Bless America," "We're All Americans," "I Am an American," "Any Bonds Today," and others. They should be encouraged to make tunes of their own.

In art pupils can be encouraged to make friezes, posters and drawings relating to the war effort.

In creative arts primary children will enjoy making up rhymes, riddles, stories and poems relating to the war.

These activities will serve to make them war conscious.

Extra-curricula Activities

Pupils in the primary grades can participate in such activities as school clubs, assembly programs, athletics and the like, all of which are needed in developing the whole child and to make the work at school more meaningful to him.

Children's participation in such activities help to develop training in good citizenship. They afford an excellent opportunity for character training and to a great extent help to develop patriotism, all of which are vital to the war effort.

May I call to your attention again the slogan of the Schools at War Program, namely, **Save, Serve, Conserve.** Can a child successfully serve his country without:

1. The knowledge of the democratic way of life, good health, self-control, respect for the rights of others, a thorough mastery of the tool subjects, cooperation, the ability to lead and follow, initiative and training on how to be a good citizen?

Surely in order to save and **conserve** he must be taught thrift and economy. As isolated facts? No. By engaging in life experiences. All of these are present and post-war needs.

Only by promoting freedom of expression and respecting the needs of each growing personality can we lead children to an intelligent, democratic way of life.

Democracy must be acquired. Children must be taught to respect the rights of others.

We as primary teachers must put forth every effort to get selfishness, that desire to have all, while others have nothing, out of the hearts of primary children.

It is only through this type of education that wars can be abandoned.

When all this is done, I quote from the Colorado School **Journal,** December, 1943, "School houses can take the place of fighter planes, and school teachers the place of soldiers."—**Unquote.**

Wars will cease, and victory will be ours.

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1944

North Carolina Teachers Record

Official Publication of the North Carolina Negro Teachers Association

A Library Activity in the J. C. Price Elementary School, Greensboro

A. H. PEELER, *Principal*

Published in January, March, May and October, by the

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301 Carmel St., Charlotte, N. C.

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CONTENTS

Page

The Role of the School in the Guidance of Youth—In War Time . . . 1
Mrs. Jennie H Butler, *P. W. Moore School, Elizabeth City, N. C.*

65th Anniversary of the Founding 2

Founder's Day Address on the Fiftieth Anniversary of Chowan Academy 3
By Dr. G. E. Davis, *Executive Secretary and Editor* Teachers Record

Education for Victory in the Grammar Grades 5
By Mrs. Janie Wallace Hemphill, *Principal, Alexander Street School, Charlotte, N. C.*

A Prayer 7

Report of Proceedings of the Sixty-third Annual Meeting of the North Carolina Teachers Association 8
Mrs. N. E. Lockhart, *Recording Secretary*

Report of the Legislative Committee of the North Carolina Negro College Conference 12

Recreation In Action 13
By Carl L. Easterling, *Chairman of Recreation Committee*

Auditor's Report 15

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The Role of the School In the Guidance of Youth—In War Time

MRS. JENNIE H. BUTLER
P. W. Moore School, Elizabeth City, N. C.

DURING the years immediately preceding the American Revolution the colonists made numerous efforts to cast off the noose which England was gradually tightening about their necks by devious means—the sugar tax, the Stamp Act, etc. Many of the colonists assumed that their freedom could be obtained by peaceful means, or at least, by what might now be called a "negotiated peace." However, hundreds of them believed that independence might be won only by fighting. Those hundreds were right. When the crisis threatened, the New England and Middle Atlantic villagers began preparing for a conflict about which they themselves had little knowledge as to how it should be fought. Nonetheless, families and factories—such as they were—began converting their mode of living and methods of industry so that they might more easily confront the enemy. Farmers drove their livestock to more secluded sites and hid their stores of grain so that marauding enemy soldiers might not profit too much from their raids. The merchants began providing themselves and their customers with suitable clothing. The patriot, Paul Revere, whose family had for years modeled and forged bells, converted his "factory" into one for molding cannon and for making shell cases. These things happened over a hundred and fifty years ago.

The current war in which we are engaged is different, yet it is a conflict which threatens the peace and security of the country. We are fighting, not to throw off a yoke already thrust upon our shoulders, but to prevent our freedoms from being infringed upon. Each individual genuinely interested in his country's welfare has done and is doing something to aid in this conflict. There are mechanics and engineers, farmers and ministers, doctors and nurses, dressmakers, teachers, clerks, typists—literally millions of them—who have changed their occupations to lend aid to the country's fighting men in one way or another. They have gone into factories and hospitals, in training camps, on merchant ships. Yet there are still thousands who remain in their peace-time jobs and who seek to boost the morale of the civilian population by helping it maintain its routines. Among these workers, the part which the in-service teacher can play, is as important as winning the war, for she does much toward shaping the lives of youth who are our future fighting men and women.

Illiteracy is one of the problems to be faced by our combatant units today. Although actual figures have not been released, many of our fighting men are illiterates who have had less than a fourth grade education. This fact remains despite numerous efforts made in previous years to eliminate illiteracy in the United States.[1] It appears that teachers are failing to divulge even the rudiments of reading, writing, and arithmetic to the boys and girls under their charge, OR that "public" education is failing to reach the masses in our country. It is the duty of the teacher in these times to reduce the deficiencies in the products of the school, and to help equip the pupils with those needs which will enable them to cope with the problems of today. Aside from teaching the fundamentals, the teacher in these war times should know and be able to disseminate information on rationing, price control, black markets, and other important war facts.

Teaching in these times should be up-to-date and applicable. Teachers of the social studies are confronting difficulties in planning their programs because of changing world boundaries and conditions. It is the role of the teacher to secure up-to-date materials, to use maps from current periodicals, and current stories about life in the various parts of the world, instead of assuming the attitude of a teacher in one of the Chicago public schools who, when approaching the study of Central Europe informed her pupils "since the boundaries and life of the people of these countries have changed in recent months, we shall assume that there is no war and study these countries as they were three or four years ago." [2] Who else but the teacher has as great an opportunity to help the youth keep up with the times, to acknowledge changes, and to adapt themselves to these changes?

The upkeep of the emotional well-being is another task for the teacher to assume. In time of stress, it is too easy for youth to "get out of hand and on the wrong track"—for them to believe and follow reckless, radical ideas. That our youth should think clearly and be able to evaluate their own ideas is essential. The teacher has opportunity to help her pupils see facts in a clear, unbiased light, and to teach them to evaluate their real worth. She can also stimulate a program of recreational activities, thus giving youth a means of alleviating the stress and strain of everyday living, of hearing continuous broadcasts of war news and commentaries.[3] Recreation is a means of easing tense minds and bodies, and at the same time, of occupying the mind, hands, and

1. *Education for Victory* (U. S. Office of Ed.) 1:28. June 15. 1943.
2. Albert J. Huggett, "Should Teachers Ignore the Present Crisis?," *School and Society*, 54:470-1, Nov. 22, 1941.
3. C. Gilbert Wrenn, "Emotional Problems and Civilian Morale in Wartime," *School and Society*, 56:345-7, Aug. 8, 1942.

body with something worthwhile which will give some sort of pleasure to the participant. It is necessary that each individual have a feeling of "belonging" — that he feel that he has a special "niche" in this war-time set-up.

Educators, as well as those in charge of men in the armed forces, are becoming more cognizant of the need for a definite program of health education. All teachers are not equipped to direct an entire program in this field, but each can do her bit to endorse and promote physical fitness. The following needs have been outlined:[4]

1. Correction of remediable defects.
2. Prevention and control of disease.
3. Optimum nutrition.
4. Prevention of accidents and skill in first aid.
5. Balanced program of work, exercise, recreation, sleep.
6. Attainment of sound mental attitudes.
7. Meeting health requirements for military, agricultural, and community services.

It is the problem of the teacher to see how these needs can be met. A complete evaluation of the existing program of health education (if there is one) to see how these needs are being taken care of, might be a starting point. The school might sponsor a survey of community needs. However, a greater gain can be gotten, perhaps, if changes are made in the curriculum so that as many of the needs as possible can be taken care of. For example, classes in remedial physical education by the physical education teacher (if there is one); Junior First Aid Club sponsored by a teacher who has completed course in first aid; Nutrition Club and regular nutrition classes sponsored by the home economics teacher; a planned program of recreation and play sponsored by all teachers in the school.

"Enlightened minds and enduring loyalties are as necessary as armored battleships and far-ranging bombers." [5] Herein lies one of the greatest problems of the teacher. Indoctrination has never been one of the ideals of our American system of education. Yet how can the teacher imbue her pupils with courage, vision, and faith in democratic ideals? How can she make them understand the necessity for action? These problems will have to be solved in their entirety by the individual teacher with her individual group. But each can give her "brood" the minimum training for citizenship in the democracy as it now exists; each can help her pupils understand war propaganda and evaluate it. In addition, each group can make a first-hand study of our war efforts, both military and industrial.

This is the role of the teacher in times like these, when the whole world hinges on the decisions of a few, when security and faith are being molested daily by the weapons of war. A great role! Are we playing it satisfactorily?

4. *Education for Victory* (U. S. Office of Ed.) 1:32, June 15, 1943.

5. Chas. I. Glicksberg, "Education and War," *School and Society*, 53:722-26, June 3, 1941.

65th Anniversary of the Founding

Founders' Day Observance
March 23, 1944

CALVIN S. BROWN HIGH SCHOOL
WINTON, NORTH CAROLINA

Program

Music—"America," The Audience

Invocation—Rev. G. T. Rouson

Music—"The Lord's Prayer'.....by A. H. Malotte
The Glee Club

Introductory Remarks.....H. C. Freeland

Prayer for Peace.....Rev. C. A. Hart

Music—"Ride On King Jesus".....by J. E. Dorsey
The Glee Club

Address—Commemorating the Life of Dr. and Mrs. Brown
DR. G. E. DAVIS, *Executive Secretary of the North Carolina Negro Teachers Association*

Music—"My Soul Just Couldn't Be Contented"
The Glee Club

Remarks by Visiting Friends

Music—"I Couldn't Hear Nobody Pray".....by H. Frey
The Glee Club

Announcements

Placing of Wreath

Benediction

L. G. MANLEY, *Chairman Board of Trustees*

MRS. FANNIE JORDAN, *President Parent-Teacher Association*

H. C. FREELAND, *Principal*

Soloists: Misses Mollie Sessoms, Louise Melton, Esther Majette and Miss Hattie Privott

Buy WAR BONDS and STAMPS and speed the day of VICTORY!

Founder's Day Address on the Fiftieth Anniversary of Chowan Academy

The Calvin S. Brown High School, Winton, N. C., March 23, 1944

By Dr. G. E. Davis
Executive Secretary and Editor Teachers Record

IN order to view with proper perspective the early history of any institution, we must go back to its past, back to the **semina rerum**—view the soil and the seeds planted therein. Thomas Carlyle, in one of those strong antithetical sentences so characteristic of him, makes the remark that when a people begins to look backward to the past or forward to the future, it is an omen of no good import; that our chief duty is to do that which is immediately at hand. This is a half truth; for the past is the quarry of experience, from whence we obtain the material for the masonry of our todays. And so, today for you—his fellow citizens and intimate associates of past years, Memory is the pensive Ruth which goes gleaning over the silent fields of the yesteryears, and brings to our minds persons and incidents of days gone by. To many of you here today, memory goes back to eight years ago, to the time when in this sacred spot you laid to rest one who in every sense, was your personal friend and guide, Rev. Calvin Scott Brown, D.D., who was gathered to his fathers on September 6th, 1936. This day of March the 23rd has been reverently set apart by you to review in perspective the life of the Founder of this institution, which you have honored by permitting it through his name to perpetuate his memory. We here today undertake to do honor to his memory.

But most euologies are too fraught with undiscriminating praise and burdened with fulsome panegerics. It were far better to tell the story of a man's life who has wrought well, in terms of his work—for after all what a man has left of permanent value is but the protected shadow of the man, and becomes the menstrum in which his memory is forever suspended. So one can look upon the school he modestly called Waters Industrial Institute, and the church in Winton and the many others throughout Hertford and adjoining counties, and fail to recall the labor and sacrifice of Dr. Brown. These monuments are not dead things, like marble or granite, but living things that will perennially put forth new shoots and sink their roots deeper into the soil in which, with loving care, he planted them.

Measured, therefore, by his achievements—in even a circumscribed area—not to mention his far-flung influence in his church at large and his profound interest in the various orders in which he shown with brilliant luster; when we review his plans, his hopes, his habits of thought, his strong personality, we must conclude that your Founder must be unqualifiedly classed among the great leaders of his day. It is the name and fame of this great man which has brought us to this platform—and to this hour—here at his shrine—his **magnum opus**—for here indeed, "is a vine of his own right hand planting."

For we must remember that there are two ways an institution like this could have had its origin: It may have begun with a **plan** or it may have begun with a **man.**

A school may be projected on paper; it may be backed by philanthropy and financed by rich corporations; but such a foundation is insecure, evanescent, perishable, unless it is fortunate enough to find a man for its head.

Gail Hamilton, a charming correspondent of magazines in the early seventies, declares that man is like an onion—he exists in concentric layers; he is born a bulb and grows by external accretions and his culture must be measured by the character and quality of these involutions.

Just so your institution — founded sixty-five years ago as Chowan Academy, and later called Waters Training School begun as a mere nucleus—sucking into its substance the life currents flowing through and around it, coloring and transforming every thing thus assimilated by the process of its growth, has today arrived at its present statute. A little thing is a little thing, but to be faithful in a little thing is a very great thing. So the Founder of this institution, because he was faithful in the little things became the immortal Founder of a very great thing. We must remember the **man.** Dr. Brown begun where he was with what he had and so as you felicitate yourself today upon your goodly heritage, do not forget that behind it all is the **man** who saw from the steps of Shaw University a heavenly vision and was obedient to it.

Envision, if you can, the days of small things—the struggles and hardships through which he had to pass that these days of better things might be.

Our debt of gratitude to this hero, who bore the brunt of the battle and laid the firm foundation of this school, amid difficulties and trials of no ordinary character. He went to his task with the spelling book in one hand and the Bible in the other. Such labors and privations deserve recognition and remembrance. We must never forget these early pioneers, of which Doctor Brown was a shining example,

nor drop from our calendar the records of their deeds.

As well drop the first years of struggle and sacrifice from the history of the American Republic.

It was said of Christ that when he began to be about 30 years old the fullness of his time had arrived. When Doctor Brown begun his work here—where he spent his entire life—he was twenty-six. Thus you inherited fifty full consecutive years of his eminently fruitful life.

In the March issue of the **Reader's Digest** is a brief condensation of Dr. Harry Emerson Fosdick upon the text: "Whosoever shall compel thee to go one mile, go with him twain." Often when I read that passage it sounded to me as if Jesus would have us make a gratuitous surrender of our just rights. Under the Roman law a soldier could compel a Jew to carry his accourterments for a mile and here is a Jewish teacher telling a Jew to go two miles. Dr. Fosdick has shown us that in human experience it is only the second mile that counts. At every mile post there is a demand for that second mile. The first mile may be prompted by duty, but all the other miles are prompted by love. For Dr. Brown there were imperative demands that he go the first mile in winning bread and a home for his family, and a place for himself and his in the social world. It was a **must** mile, but he soon lost sight of self in his interest in and love for his fellows, and for 50 years he gladly and unselfishly went the second mile in sympathy and in the joy that comes from living for others.

"Oh, this world's a curious compound with its honey and its gall, with its cares and petty crosses, but a good world after all. And a good God must have made it. Leastwise that is what I say—When a hand's upon my shoulder in a friendly sort of way." Through all his fifty years with you he cheerfully went with you, helping to carry your burdens the second mile.

Looking back on Dr. Brown's career from early boyhood, we see him prepared by each step from the beginning when as a callow and awkward youth he entered the humble school house built by friends from the Freedmen's Bureau, built in Salisbury in 1867. He inherited his features and his stubborn determination to succeed from a Scotch-Irish ancestry in both father and mother. He saw no further than that humble school—but destiny had greater things in store for this lad of fiber and brain; and Northern friends made it possible for him to enter Shaw University where he came under the spell of that sainted man, Dr. Tupper, then, and for many years President of Shaw. It was through his influence more than any other man that Dr. Brown was sent to found this school which is now his monument. But destiny also decreed that he should have some one working side by side with him, and so Miss Amaza Jeanette Drummond of Lexington, Va.—a beautiful and talented young woman—became his wife and helper in 1886.

Dr. Brown had great appreciation for talent combined with physical beauty, both of which Miss Drummond had in high degree. As I recall his first service was to the church at Pleasant Plains. Though he travelled throughout America and in England, and on the continent, as well as in the West Indies, and was the founder and, until his death, the President of the Lott Carey Foreign Missionary Society—we may not go into details about his other activities in other fields.

It is as the Founder of this school that we honor his memory and that of his devoted wife, one of the most scholarly women it was my privilege to know. She is in our hearts today and this entire community pays reverent tribute to them both.

So we see as we trace the history of the Founder, that through secret and divine currents of might and power he was prepared and eminently fitted to begin this institution which is now a monument to him and his devoted wife. "Men may come and men may go" but this place is stamped with their personality, and to speak of the school is to speak of this man and his help-mate. Its practical aims are those which they inculcated. Its moral ideals are those which they created.

When we look at this school and its surroundings, we are really looking into the heart of the Founder and telling the story of his hopes.

His ideal can be expressed in three words: A school of labor, love and life—the will to labor, the heart to love, the soul to live.

It now only remains to be said that Doctor Brown not only demonstrated fine qualities as a teacher, preacher and executive, he was also a safe and sane leader in things effecting the general welfare of the community in which he moved, and in which he builded a monument which though invisible and intangible shall endure while the material structures, the work of his hands, which his industry and business foresight accumulated, shall have crumbled away, for by his exemplary living has rendered to his age a service both monumental and enduring. Dr. Brown led his life in the open and those of us who knew him best saw in him a man without ostentation and without guile. He had no quality which he took pride in flaunting, and no defects of character he labored to conceal. He knew nothing of shallow practices of deceit and dishonor.

The poet has expressed a thought which I am sure he carried with him in his heart as he entered the Valley:

"When I am dead, if men can say
He did his best, he played the man,
His way was straight, his soul was clean,
His feelings not unkind and mean.
He loved his fellowmen and tried
To help him—I shall be content."

The lessons we may learn from the life of the Founder is, that if the super-structure of our character is to approach the true ideal of symmetry, if after "life's fitful fever" we are to have a place, like him, among the Victors crowned," we must, with honest effort, overtake every dictate of duty and transmute every opportunity into rich benedictions which are today the heritage of the great Founder

of this community who has passed within "the gates ajar."

And now, in conclusion, let me say the Founder would not be satisfied unless this school be a living thing—a producer. Every institution must be a producer after its own kind. "A good tree cannot bring forth evil fruit; neither can a corrupt tree bring forth good fruit."

Whatsover an institution soweth —that shall it also reap.

This institution must be a producer of more than it consumes. The purpose of the school is to produce men—men whom time serves. Today this section can look with pride upon a host of loyal sons and daughters who are doing their part nobly and well—men who stand on the battlements of truth sending their influence blazing through the midnight heavens to awaken the dreaming and the dead. In fancy we may dip into the future and see graduates from this school as physicians who by their skill shall almost banish pain; inventors who may transform the modes of living and insure a new era of economy; missionaries returning from a war-ravished world and benighted lands to tell the world that a knowledge of the Lord has covered the earth as the waters cover the sea.

May I felicitate you therefore today:

1. Upon your pioneer position as an institution of learning dedicated to education.
2. Upon your splendid spirit of perserverance against great discouragements at every stage of progress.
3. Upon the great work already accomplished in honorary teachers.
4. On the fact that through 50 years of progress and service you have maintained Christian ideals.
5. Upon the influence exerted through your graduates upon the social, industrial and material progress of the race.
6. And finally, upon your present encouraging outlook.

Education for Victory in the Grammar Grades

By Mrs. Janie Wallace Hemphill, M.A., *University of Michigan*
Principal, Alexander Street School, Charlotte, N. C.

It is becoming more and more important for the Elementary Schools to help the public understand that teaching is war work just as surely as building bombers, the education of the Nation's children cannot wait until the war is over, that the consequences of teaching in the grammar grades today will carry on in the years to come, and that education can play a major role in the winning of peace.

Victory on all the fields of battle is our first goal, but victory in the peace is an unequally urgent cause. The grammar grades are making an indispensable contribution to both aspects of the nation's program.

In education for Victory, the direct influence of the personality of the teacher on the growing child is of first importance. The friendly, happy considerate teacher puts a child at ease in the classroom, thus freeing him from tention and anxiety and encouraging him to use his abilities to the fullest.

The well informed, unprejudiced teacher is better able than the uninformed, opinionated teacher to help young people to think critically and to find their own solutions to their problems, thus helping them on their way to becoming self-directing adults.

The physical condition of the child must not be overlooked for poor nutrition, over fatigue and foci of infection may make him unable to cope with psychological difficulties.

Our boys and girls in the grammar grades will probably not see service in the armed forces. They will feel the war in a very personal way. One child's father will perhaps be overseas, another's mother may be working in some defense plant. When he comes to school, the opening exercises will start the class saluting the flag, repeating together the Pledge of Allegiance and singing patriotic songs.

These school procedures are splendid and necessary, but they do not mean that the grammar grades' program should become a war program. Instead, the war activities should cause school procedures to take on new vigor and help in building morale. It is the task and privilege of teachers to organize the enthusiasm of the children in the school program, and in this way build not only for the present, but the post-war period.

Great patience and tact toward children as well as toward each other must be exercised.

The function of the grammar grades is to direct the growth of children. Let us here and now resolve that never again in the United States will a wholesale examination of physically fit and mentally sound adults turn up such a staggering number of illiterates. We must really teach those within our Grammar Grades who resist learning. We must keep those in school who would break away from normal living. We must mobilize for attack upon the educational de-

ficiencies revealed by the examination of draftees.

The opportunity to serve your country through teaching was never so great. The twenty-nine million school children of our country never needed wise guidance by well prepared teachers so badly. The guidance of youth has become a matter of supreme movement. Teachers must rededicate themselves and the people must reaffirm their appreciation and support.

An Educational Experiment for Victory has been made in one of the grammar schools in New York. Methods and curriculum of yesterday have been changed into a school society. Teachers converse with pupils as with friends. They speak and move freely and purposely through the building.

Businesses are conducted by the children under supervision by business-like methods. They manage the sale of penny milk, school library, school post office, school supplies and the visual instruction equipment.

As in business, strict accounting is the soul of the responsibilties established. Around the pivot of these jobs, learning revolves. Through them reading and writing are not subjects. They are necessary tools of action. There is work and true learning in such play as making plasticine maps to scale, in writing and staging a play based on their own reading, in painting, clay modeling, etc.

The principal has reported: Delinquency of children attending this school is now almost non-existent. Vandalism is low. In school stealing and cheating has been reduced to a minimum by the reality and self-checking features of the services. Difficult children placed in service classes straighten out, so far as we can see, about as well as those for whom we are able to secure expert guidance. Normal children gain in initiative and self-reliance. Appreciation of the varied talents of classmates grow.

In order to educate for Victory our grammar grade pupils must be tauhgt first, that sef-discipline and order are two major rules for survival in times of emergency.

1. Obedience to expert authority. Principal, teachers and older pupils when, given authority, must be obeyed. During an air raid or similar emergency great danger and perhaps death can result if the principles of obedience to authority is not followed.

2. Emphasize the fundamentals. Teach well each day. See that the child learns how to study. Each child can learn something and learn it well. In all the fundamental subjects teach for facts, skills and accuracy. Cultural subjects should not be neglected for these subjects aid the spiritual development of children.

3. Knowing how to read is more necessary now than it has ever been. Teach for accuracy.

4. A thing is right or wrong. Our soldiers cannot aim their guns and be almost correct or nearly right. Their minds must be true. Therefore in arithmetic let us teach the meaning of numbers, place greater emphasis on fractions and decimals, working continually for speed, smoothness and ability. Drill for perfection.

5. Let us teach more thoroughly global geography, as this war is global. Continents, countries, cities, oceans and seas are no longer vague names on a map. One child in the class may have a father in Australia, another a brother in England, thus geography will take cn a new and vital meaning.

6. Stress History. Wars result from causes of long standing and history helps to tell why certain events happen and why they happen at a certain time or in a certain place.

7. The present war and the coming peace confronts the grammar grades with new and especially critical responsibilities in education for democratic citizenship. The chief responsibility for citizenship education rests on social studies. Accordingly there is urgent need to alter curriculums in social studies in order to meet the new demands of wartime citizenship education.

8. Education for Victory through English may contribute toward an intelligent loyalty and patriotism.

9. Opportunities should be provided at all grade levels for many and varied science experiments and experiences as a regular part of the school program.

10. Teachers must develop good health habits among the children. Create a desire to have a well body, to eat the proper foods: to practice safety procedures at home, school and on the playground.

11. Teach nutrition. Today, millions of families are enjoying the largest incomes they have ever had. Through education there should come changes in food habits and attitudes necessary to a well nourished undefeatable nation. The teaching of health habits, nutrition and exercises should be more directly related to the needs of the individual.

12. Play Education for Victory should include organic vigor and endurance. Happy and joyful play will lay the foundation for the future roles children may be called upon to play.

13. Music for Victory gives our boys and girls a chance to preserve music as an integral part of our national life now and in the future.

14. Art, like music has a tremendously important contribution to make to Victory. Today, art serves wartime needs in government, industry and in military and civilian life.

15. Children are being asked to buy war stamps and bonds, to help collect paper and scrap, to learn first aid, to work with the Junior Red Cross and to do many things all within the school day. It is here that wise guidance by the teacher and principal is most necessary. Save! Serve! Conserve! are the watchwords of the schools at war program. It is a program for unifying and intensifying the wartime activities of our grammar grade pupils, so that they may feel a pride in their contribution to ultimate victory.

In order to educate for Victory, grammar grade teachers must be willing to include extra curricular activities in their daily schedules, some of the modern trends in education as student councils and similar organizations to give training to pupils in the American way of life through active participation.

Educational workshops for Vic-

tory. Pupils are engaged in worthwhile activities that will strengthen their learning capacities through working with their hands. Speech choirs and visual education are most significant trends in modern education. Some one has said that 4/5 of our education is acquired visually. This instruction covers all the methods and materials used in bringing reality to pupils in the classroom.

Conference hours and home visitations should be arranged with parents. Such hours are much needed to meet the individual needs of the pupils.

Grammar grade pupils need guidance in specific situations. One situation that will help Education for Victory is when children are perplexed or resentful about the rationing program. Have them draw maps, showing the sources of these materials, paste pictures of boats, trucks or trains on the maps to show methods and routes of transportation. Compute the distances they must travel. Collect news items showing the problems of transportation. Plan a panel discussion on the whys and hows of rationing, bringing in fighting forces, lend-lease, food as an ally in winning friends.

Make bulletin boards or scrapbooks showing how these products are used in the war. Have the class discuss the problems of waste and ways to prevent it.

A great many people are now finding out what teachers have always known: that good teaching in the grammar grades spills over beyond the limits of the classroom in countless ways not noted in textbooks.

The following message from the President of the United States was read to members of the National Institute on Education and the War in Washington, D. C.

"Our schools have always been molds in which we cast the kind of life wanted. Today, what we all want is Victory and beyond Victory a world in which free men may fulfill their aspirations. So, we turn again to our educational institutions and ask them to help us mold men and women, who can fight through to Victory.

We ask that every school house become a service center for the home front. We pray that our young people will learn in the grammar grades the wisdom, forebearance and patience needed by men and women of good will who seek to bring to this earth a lasting peace.

A Prayer

To Thee O God, we lift our hands.
We build a world where this one stands—
A world that's safe for childhood dreams,
A world where youth sheds hopeful beams,
A world where manhood faces life
Unstrained, untaxed by useless strife.
Help us as we onward trod;
We build it with Thy help, O God.
—Amen.

Nominate LYNTON Y. BALLENTINE for your LIEUTENANT GOVERNOR

Lynton Y. Ballentine, candidate for Lieutenant Governor, is a graduate of Wake Forest College, 1921; he served eight years as a member of the Wake County Board of Commissioners, and for four successive terms he was a member of the State Senate. Since 1941 he has been a member of the State Board of Agriculture.

Farmer : Business Man : Experienced Legislator

"His personal, business and political life has been subjected to some hard tests. In every instance, he has measured up to the faith of a legion of friends. He has, in his many years of experience in close association with this State's bigger problems, proved to be solid, understanding and as progressive as a jealous regard for his State's welfare would permit him to be."—

(Extract from one of many editorials appearing in State press after Senator Ballentine's formal announcement of candidacy.)

Your Vote on May 27 Will Be Appreciated

(Political Advertisement)

LYNTON Y. BALLENTINE
of Varina

North Carolina Teachers Record
Official Publication of the
NORTH CAROLINA NEGRO TEACHERS ASSOCIATION

Published in January, March, May and October by the North Carolina Negro Teachers Association

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VOL. XV MAY, 1944 No. 3

REPORT OF PROCEEDINGS OF THE SIXTY-THIRD ANNUAL MEETING OF THE NORTH CAROLINA TEACHERS ASSOCIATION

MRS. N. E. LOCKHART, Recording Secretary

Minutes of First General Session

Shaw University Chapel

Thursday, April 6, 1944 at 8:30 p.m.

Opening remarks were made by President J. A. Tarpley followed with prayer by Rev. N. A. Cheek, Warren County Training School. In his welcome remarks Mayor Graham H. Andrews reviewed the educational and cultural advantages of Raleigh, pointing with pride to the following institutions: Shaw University, Saint Augustine College, Saint Agnes Hospital, The Richard B. Harrison Library and Chavis Park. Special tributes were paid to Mrs. M. H. Lee, Librarian of the Richard B. Harrison Library and to John Chavis, a veteran educator of both races. Speaking in behalf of the Raleigh and Wake County Schools and Colleges, Dr. R. P. Daniel said, "Under the stress and strain of war Raleigh is happy to offer all available comforts to the state teachers. Responding, Mr. H. V. Brown took us on a picturesque imaginary trip around Raleigh. He saluted Zebulon Vance and Charles B. Aycock as they grace Capitol Square and from thence and back touched every spot of cultural or religious advantage in the city. Music for this session was furnished by the local Washington High School Choral Group.

The principal address was delivered by Dr. Horace M. Bond, President Fort Valley State College, Fort Valley, Georgia.

Speaking on the role of education for the Negro in the postwar economic picture, Dr. Bond stated that it is a "basic economic fact that the South is poor" and he declared: The south is poor because it is a producing area of raw materials, whereas the North is a producing area of finished materials. In all aspects of measurable wealth, the South and the Negro is poor.

"Poverty is relative, wealth is production, and production is wealth. . . . I advocate education for production as a cornerstone for the postwar economic system for productivity determines the wealth of a state. Production is founded on habits, attitudes, and the skills of the people. The Negro people are poor but they need not be poor in the future. As schoolteachers we are of necessity of the conviction that human beings are improvable. We are duty-bound to help remedy the defects we find. Desires may be inculcated, habits may be formed, skills may be acquired which will make for productivity."

"In discussing the segregated schools of the South, Dr. Bond stated, "I see in the institution of segregated schools, the opportunity to achieve certain objectives of the minority race. Among these objectives are health and economics. The segregated Negro school should be used as a device to form the desires, the habits, the attitudes that make for productivity. Men must be the architects of their own fates. The Negroes must help themselves.

"The South has been for too long like children who never grow up. The South has blamed numerous things for its poverty, its failures, and its other defects. Shall the Negro in the South remain poverty-stricken and shiftless? Or shall we take advantage of the segregated school as an opportunity to achieve our objective—education for health, happiness, and success. We must venture forth on the road to freedom which no man can travel but for himself."

Guy B. Phillips, chairman of the NCEA-appointed planning commission, made a preliminary report on the "long-term plan for education in North Carolina." Chairman Phillips announced to the convention that representatives of the Negro association have asked to work with the commission in outlining its program —that Negroes will not be asked merely to approve the program, but to help improve it, so that the program of the commission will represent the work of both Negro and white educators. Matters now being discussed by the commission include improvement of instruction, improvement of the administration of schools, curriculum development, consolidation, and transportation of pupils to schools.

President Tarpley appointed the following committees:

1. Time and Place—
   Mr. M. W. Akins, Raleigh
   Mr. A. B. Reynolds, Winston-Salem
   Mr. F. J. Rogers, Wilmington
   Mr. O. C. Hall, Salisbury
   Mr. E. J. Johnson
2. Nominations—
   Dean W. T. Gibbs
   Mr. J. E. Grigsby
   Mr. N. A. Cheek
   Mr. W. H. Fuller
   Mr. N. F. Woods
   Mr. H. M. Holmes
   Mr. N. L. Dillard

Mr. D. M. Jarnigan
Mrs. Marion E. Woods

3. Resolutions—
   Mr. S. E. Duncan
   Mr. L. B. Green
   Mr. I. H. Miller
   Mr. J. A. Harper
   Mr. E. D. Williams

Minutes of the Second General Session

Memorial Auditorium

Friday, April 7, 1944—8:00 p.m.

This session was highlighted by two keynote speakers, the first by Dr. Roma Gans, Associate Professor of Education, Teacher College, Columbia University, and the second by Dr. E. Franklin Frazier, Professor of Sociology, Howard University, Washington, D. C.

Following an introduction by Dr. N. C. Newbold, Dr. Gans discussed the objectives that teachers today should have in their program of education. "Our biggest and most important problem," she emphasized, "is the development of independent thinkers. The spur must come from the teacher, who should insist that students not be intellectual slaves waiting to be told the answers to their questions."

Through discussion and a plan of cooperation, Dr. Gans declared that students should be taught that they must arrive at answers for themselves. In that way, leadership can be developed.

Teachers should strive to develop in each child "the realization of how valuable he is to society and make him feel his importance to life," she said. "By making planners and participants of them, we can make children feel that they are necessary."

"We should work for the development of vision in each child," Dr. Gans stated, "so that each can understand the realities of the world. We should help them build a vision and see a goal toward which they are willing to work.

"We should educate our youth for social companionship. We must help them to realize that they must work together if they are to achieve, if they are to be effective group members.

"And we must be exemplary citizens. We can be of the greatest help by setting good examples for them.

Summarizing the objectives in her program for education, Dr. Gans concluded, "As we look at the vision we'd like for the future, there isn't a teacher among us who is not willing to work hard and long in developing youngsters to carry forward a truly moral civilization—a civilization that believes in political, economic, and social equality, a civilization that can honestly say, and say with pride, "We, the people."

Dr. Frazier spoke on "The Role of Negro Schools in the Post-War World."

"Although the war will bring about important changes, it is not likely to bring about revolutionary changes in race relationships and the social scene in the South," he stated.

Dr. Frazier summarized briefly the history of Negro education, and discussed the controversy of industrial vs. higher education for the Negro.

The Negro school after the war will change in relation to changes which may occur in the social scene in the South, he declared.

Dr. Frazier discussed "the social and mental isolationism which now exists in the South, especially in State-supported institutions." He listed among the effects of the "isolation," what he termed "second or third-rate education"; too much emphasis on administration; and the fact that "the institution in relation to the Negro caste system now in effect is not productive of high intellectual achievement."

"If the Negro institution of learning after the war can be placed on a sound financial basis, one of our great problems will have been met. . . . We then can face the problem of caste and segregation in the South. The problem cannot be avoided if we face life realistically and intelligently. The problem cannot be faced as long as we make it a taboo subject."

"If the Negro school is to perform its proper function, it must equip the Negro to bring democracy into the South," Dr. Frazier said in concluding his address.

Music for this session was furnished by the Washington High School Glee Club.

Business Session

Greenleaf Chapel, Shaw University

Saturday, April 8, 1944 at 10:30 a.m.

PRESIDENT J. A. TARPLEY, Presiding

1. Prayer—Mr. L. H. Hall, Salisbury, N. C.
2. Section officers listed:
   a. College Section—(No program 1944 Session)
      Mr. I. H. Miller, Livingstone College, Chairman.
   b. General High School Section—
      Mr. W. H. Davenport, Greenville, Chairman
      Mr. Henry T. Johnson, Raleigh, Secretary.
      1. History and English—
         Mr. H. T. Johnson, Chairman
         Miss Lois Turner, Secretary.
      2. Science and Mathematics—
         Mr. L. P. Davis, Chairman
         Mrs. Lucille W. Thomas, Secretary.
      3. High School Principals—
         Mr. T. Jeffries, Chairman
         Mr. H. V. Brown, Vice Chairman
         Mr. H. D. Cooper, Secretary.
   c. General Elementary Section—
      Mr. L. D. Williams, Chairman
      Miss Mabel Powers, Secretary.
      1. Elementary Principals—
         Mr. A. H. Anderson, Winston-Salem, Chairman
         Miss Mytrolene L. Graye, Secretary
         Mr. A. H. Peeler, Chairman Program Committee.
      2. Primary Teachers—
         Mrs. Lillian B. Merritt, Chairman
         Miss Eloise Larkin, Secretary.
      3. Grammar Grade Teachers—
         No meeting.
   d. Industrial Arts Section—
      Mr. S. C. Smith, Chairman
      Miss Geneva Bass, Secretary.
   e. Physical Education Section—
      Mrs. E. W. Butler, Chairman.
      Mrs. E. A. House, Secretary.
   f. Library Section—
      Mrs. Ray Moore, Hillside H. S., Durham, Chairman

Mrs. M. H. Davis, Warren Co. Tr. Sch., Wise, Secretary.

g. Music Section—
Miss T. H. Claggett, Chairman
..... Secretary.

h. Supervisors Section—
Mrs. L. B. Yancey, Chairman.

(* SPECIAL NOTE—This is a reviewed section and as such can only be listed as a proposed section until such establishment is authorized by the Executive Committee.)

Mr. L. H. Hall of Salisbury called attention to the existing confusion in the listing of Departments and Sections and urged that immediate steps be taken to clear up the situation. Following corroborating statements by Mr. H. V. Brown, Goldsboro, Dr. N. L. Harris, Shaw University, and President Tarpley; Mr. H. V. Brown made a Motion—That the existing Committee on Sections and Departments be requested to make a report at the next Annual Session. This motion was carried.

3. Committee and Officer Reports:

a. Legislative Committee—
Reporter, Mr. J. T. Taylor, Chairman
(Please see full text at the end of this report.)
Mr. E. A. Armstrong motioned for the adoption of this report. Motion carried.

b. Auditor's Report—
(Please see October 1943 issue of TEACHER' RECORD)
Mr. H. S. Daily made a motion for the adoption of this report. Motion carried.

c. Executive Secretary's Report—
Dr. Davis called attention to the fact that the budget appropriation for 1943-1944 extended through August 31, 1944.

The following income for financing the fiscal year 1944-1945 was reported:

Taken in prior to the present session	$2,899.50
Taken in during the present session	4,943.00
TOTAL INCOME	$7,842.50

Dr. N. L. Harris, Shaw University, made a motion for the adoption of this report. Motion carried. A question was raised relative to the funds collected for advertisements in the TEACHERS RECORD. Dr. Davis explained that all such funds would be accounted for in the next audit. It was also announced that the supply of membership cards had run short for the first time in the history of the Association. Additional cards are to be printed and those who did not get them when they registered will receive same through the mail on the earliest possible date.

d. Treasurer's Report—
Rev. H. S. Davis made the following summary report—

Balance in Checking Account	8-31-43	$2,220.84
Deposit	10-29-43	17.50
Deposit	12-13-43	1,000.00
Deposit	1- 8-44	1,000.00
Deposit	3-17-44	1,000.00
Total Deposits to date		$5,238.34
Total Expenses		2,155.75
Balance in Checking Account		$3,082.59
Balance in Savings Account		2,780.34
Total Balance		$5,862.93

Prof. C. L. Johnson, Winston-Salem, made a motion for the adoption of this report. Motion carried.

e. Budget—
Following the distribution of mimeograph copies the proposed budget was read by the Recording Secretary. After lengthy discussion, debate and a few changes the following budget was adopted for 1944-1945:

BUDGET—1944-45

North Carolina Negro Teachers Association

President's Office	$ 100.00
Recording Secretary's Office	50.00
Treasurer's Office	25.00
Executive Secretary's Office	300.00
Executive Secretary's Travel	350.00
Executive Committee Meetings	200.00
Publication and Mailing of Record	1,400.00
District Meetings	225.00
Salary Executive Secretary	2,400.00
Emergency Fund	100.00
College Section	50.00
High School Department	100.00
Elementary Department	100.00
High School Principal's Section	100.00
Elem. Principals and Supervisors Section	100.00
Home Economics Section	50.00
Music Section	25.00
Industrial Education Section	25.00
Physical Education Section	75.00
Library Section	25.00
Convention Expenses	425.00
(Special provision—Social Affair—$75.00)	
Gifts	
Interracial Commission	50.00
N. A. A. C. P.	50.00
American Teachers Association	25.00
Association of Negro Life and History	25.00
Oxford Orphanage	75.00
Planning Commission	200.00
TOTAL	$6,650.00

f. Resolutions Committee—
Reporter—Mr. I. H. Miller, Livingstone College.
(Please see full text at the end of this report.)

Mr. J. T. Taylor prefaced his motion for adoption with a special compliment to Mr. S. A. Duncan, Chairman of this Committee, and his co-authors for the very fine quality of aims and purposes embodied in the report. Mr. Collins of Smithfield, further expressed the appreciation of the body by making a motion that: Extensive publication be given to the resolutions drawn up by this committee. Both of the above motions were carried and the Executive Secretary was authorized to circulate and intercede for the publication of said resolutions.

g. Constitution Committee—
Reporter—Rev. H. S. Davis, Chairman of Committee.

Recommendation — That Section 111. of Article 8 read: That the offices of the Executive Secretary and the Treasurer of the Association be co-terminus with the fiscal year.

Acting upon a motion made by Dr. N. L. Harris, said recommendation became a law.

h. Time and Place Committee—

Reporter—Mr. A. B. Reynolds. We recommend that the North Carolina Teachers Association meet the Thursday, Friday, and Saturday prior to Easter for the year 1945, and in the City of Raleigh.

Committee:

M. W. Akins
A. B. Reynolds
F. J. Rogers
O. C. Hall
E. I. Johnson

This report was received with an explosion of objection.

1. Mr. W. H. Moreland, Charlotte, expressed emphatically the disappointment of the Association at the shortage of social activities provided during the present session, making special reference to a dance for Friday evening. Rev. H. S. Daily, Dr. N. L. Harris, Dr. R. P. Daniel and others defended Raleigh and its interest in the pleasant stay of the delegates assembled. It was pointed out that Raleigh and Wake County were not obligated as on the previous year when the Association had been invited by these teachers to come to Raleigh. The $75.00 appropriated for a social being made available on April 6, 1944, proved to be too short a notice to arrange for a Friday evening social. To alleviate this situation the budget for 1944-1945 includes in the amount appropriated for Association Expenses, a $75.00 allotment for a social.
2. The second objection was raised by Miss Delois Edwards and supported by many—That sometime other than the Easter season should be selected for the convention date.

   Following much discussion and many views on the subject, Mr. J. B. McRae, Fayetteville, made a substitute to a motion already put by Mr. H. V. Brown, Goldsboro, in which he asked for an adoption of the report—That the Executive Secretary canvass the sentiment of the teachers to ascertain a more favorable date and report his findings to the 1945 Session. The original motion and the substitute, carried.

At this point a call was made for new business. Mr. J. T. Taylor, Durham, made the following motion—That the Executive Committee be authorized to set up a sinking fund as of 1945 of $1,000.00 annually designated for the purchase of a home for the North Carolina Teachers Association. Motion carried.

Dr. L. E. Boyd, Winston-Salem, called attention to the fact that the Association was without a Necrology which fact showed an apparent lack of the true spirit of comradeship. This suggestion was welcomed by the president who requested all persons who knew of any break in the teaching ranks since the last meeting of the Association to please submit such names to the Recording Secretary.

The following names were listed:

Prof. U. S. Reynolds, Principal Fourteenth Street School, Winston-Salem.
Prof. G. A. Edwards, Principal J. A. Whitted School, Durham
Mrs. Ethel Brewington, Oberlin School, Raleigh
Mrs. R. S. Beattie, Lumberton, N. C., March, 1944.
Mrs. Maggie L. Brooks, Leonard St. School, High Point, N. C.
Mrs. Helen Butler, Stephens-Lee High School, Asheville
Mr. Charles P. Dusenbury, Compact High School, Kings Mountain, N. C., Jan. 12, 1944
Prof. Edward Evans, Principal Graded School, Fayetteville
Mr. Edward T. Gatling, Robert L. Vann High School, Ahoskie, N. C., Jan. 20, 1944
Rev. S. S. Hall, Wendell, N. C.
Rev. Albert Jordan, Hertford, N. C.
Mr. G. V. McCallum, Prin. Davie County Training School, Mocksville, N. C., Feb. 13, 1944
Miss Eva Patterson, Winston-Salem, N. C.
Mr. P. E. Williams, Magnolia, N. C.

Most emphatically many members pointed out the many confusing statements in the Constitution. President Tarpley urged Rev. H. S. Davis, the Chairman of the Constitution Committee, to clear up these matters before the 1945 Session.

Dean McRae urged the members to secure and maintain membership in the American Teachers Association.

i. Nominating Committee—

Reporter—Mrs. Marion Woods
President—Mr. J. A. Tarpley
Vice President—Mr. H. L. Trigg
Treasurer—Rev. H. S. Davis
Recording Secretary—Mrs. Nora Evans Lockhart

Members to Executive Committee—

Mr. J. T. Taylor, Durham
Mr. S. C. Smith, Greensboro
Mr. J. E. Grigsby, Charlotte

The report of this Committee was adopted.

Members Retiring from Executive Committee—

Mr. L. R. Best, Wake Forest
Mr. L. H. Hall, Salisbury
Mr. O. C. Hall, Salisbury

j. Election of Executive Secretary—

The name of Mr. W. L. Greene was submitted by the Executive Committee. Mr. Greene was elected to office by a unanimous vote of the house.

The new officers were installed by President Trent of Livingstone College, Salisbury.

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Report of The Legislative Committee of The North Carolina Negro College Conference

The Legislative Committee of the North Carolina Negro College Conference and the Legislative Committee of the North Carolina Negro Teachers Association worked jointly during the year 1943. These two committees agreed that they would center their entire attention upon the salary differential existing between Negro and white teachers in the State.

During the year the committee as a whole or through its representatives functioned as follows:

1. Two meetings were held to formulate plans for presenting arguments to the Joint Appropriations Committee of the North Carolina General Assembly.

2. The committee met the Joint Appropriations Committee of the North Carolina Legislature and presented a request that this committee appropriate funds to eliminate the salary differential between Negro and white teachers in the State.

3. Representatives of the committee went to Raleigh and held a conference with the Governor. As the Governor was indisposed at the time, the conference was held via telephone. The committee again emphasized the point that the 1943 Legislature should eliminate the differential.

4. Representatives of the committee prepared a mimeographed pamphlet in which was included an editorial from the *Charlotte Observer*. This pamphlet was distributed to the members of the General Assembly, to the Governor, and to the officials of the State Department of Education. The pamphlet reenforced the committee's request for eliminating the salary differential.

5. In July, 1943, representatives of the committee met with the Salary Committee of the North Carolina Board of Education in Raleigh, and worked out the schedule for using the available money appropriated by the Legislature toward eliminating the differential in teachers' salaries. The two committees reached an agreement where-by the salaries of Negro teachers and principals would be raised to the level of white teachers in the State by September, 1945.

JAMES T. TAYLOR, Chairman
W. L. GREEN
E. M. BARNES
L. S. COZART
MRS. L. B. YANCEY
E. A. JOHNSON
M. W. AKINS
W. M. McELRATH
I. E. JOHNSON
MRS. MARY C. HOLLIDAY
J. W. PAISLEY
L. R. BEST
S. W. DUNCAN

We your committee on Resolutions beg leave to make the following report:

First: Be Is Resolved that the citizens of Raleigh, in General, Shaw University, St. Augustine College, and Washington High School, in particular, be extended a rising vote of thanks in appreciation of the courtesies and other considerations extended us during this Meeting of the North Carolina Negro Teachers Association.

Second: That the North Carolina Negro Teachers Association here assembled extend a hearty vote of thanks to the guest speakers, including the special representatives of the North Carolina State Department of Public Instruction, for the highly instructive, stimulating and inspirational addresses with which they thrilled the Convention.

Third: Be It Resolved that this Association assembled express its hearty appreciation in a rising vote to our venerable, honorable and beloved retiring Executive Secretary, Dr. G. E. Davis, for both his willingness and efforts in carrying on the work of this office during this Association year just ending, a period during which the Association was without a regularly elected Executive Secretary, as well as for his illustrious and efficient service rendered during all the past years of his incumbency.

Fourth: Be It Resolved that, due to the fact that there must evidently exist within our race group an abundance of material rich in social and literary value, we encourage our teachers to search out, bring to light, and organize such materials for use in the schools; and, further, that ways and means be found to make such materials, when produced, available for use in the white schools of the state to the end of promoting better racial understanding and respect.

Fifth: Be It Resolved that the Association go on record as endorsing the Act of the North Carolina Legislature in determining the teacher-allotment for the succeeding year on the basis of any consecutive six-month period of the current school year.

Sixth: Due to the fact that it is vitally necessary that we as Negroes, for our own future economic advancement, enter more fully into the occupational and industrial life of our respective communities, be it resolved that we encourage the development and expansion, with all the haste possible, of a fuller vocational program in the Negro High Schools of the State.

Seventh: Be It Resolved that the North Carolina Teachers Association go on record as favoring the raising of the compulsory school-attendance age from fourteen to sixteen years, and that we go on record as advocating the enforcement of such attendance laws as exist at present.

Eighth: Be It Resolved that the Negro teachers of North Carolina be encouraged to secure membership in such organizations as the following:

a) The National Educational Association
b) The American Teachers Association
c) The National Association For The Advancement of Colored People
d) And such other organizations as will promote the professional advancement of teachers and the general welfare of our race group

Ninth: In view of the fact that many teachers are unable to attend the North Carolina Negro State Teachers Convention, and that many who do are penalized due to the lack of uniformity in the practices of the various administrative local units, be it resolved that the Executive Committee be instructed to take proper steps towards the solution of this problem so that more uniform provisions

(Continued on Page Fourteen)

Recreation In Action

By Carl L. Easterling
Chairman of Recreation Committee

The matter of living is like an atom of gold—one and indivisible. It is made up of play and work, leisure and labor, body and mind, heart and soul. When all of these are governed by a vision of excellence and an unceasing effort to attain it, the business of living becomes an art. Realizing that such development can be achieved only through the simultaneous division of labor among the several departments of the school, our committee feels that it is the duty of the school to help train the whole child in the art of living.

If a program of recreation is to take its proper place in the picture, it must aim to reach the few and the many, the large and the small, the weak and the strong, the retreater and the aggressor, the boy and the girl. In short, to be maximumly beneficial a recreational program must be balanced and built on the basis of local needs and conditions. This committee, along with its principal and coworkers, unanimously and appreciatively share the views of experts in the field, that the rounded program of recreation is one which provides physical, creative, social, mental and social activities to meet the interest and needs of all boys and girls.

Cognizant, as we are, of the over-all activities of the recreation program, space limits us to a further consideration of only the physical aspect of ours.

Definition

Before going further, let us attempt to define physical activities according to their predominating values, and mention how the individual's interest in them changes during a life time. This group may be considered to be all those which use the big muscles, involving: Running, jumping, throwing, catching, kicking, striking, sliding, climbing, dancing, etc. According to organization and interest span, they are grouped as follows: First, individual and dual activities; second, group events; and third, team games.

> "If you are going to do anything for the average man you have got to begin before he is a man; the chances of success is in working with the boy—not the man."
>
> —Theodore Roosevelt.

I. INDIVIDUAL OR DUAL ACTIVITIES: We may define individual or dual activities as those in which a boy or girl plays by him or herself or with one other. Some of these are: Jacks, archery, tennis, basketball-goal shooting, balance beam walking, etc. Individual or dual activities are of interest from birth throughout life.

II. GROUP ACTIVITIES: Group activities involve locomotion and skills such as: Walking, running, dancing, swimming, skating, etc. —for the joy of the activity, not competition. Interest in these activities begins about age three and lasts throughout life.

III. GAME ACTIVITIES: Game activities involve: Running, jumping, throwing, catching, kicking, etc., in organized games, following definite rules. Girls find interest in these from about age ten to thirty, while boys find interest in them from nine to forty-five, and in many cases throughout life. However, boys and girls interest in game activities is greatest between ages twelve and eighteen.

Ground Work

Carefully noting the explanations above, and generalizing, we get the following two implications:

1. Groups I and II are adaptable to children of grades one to five.
2. Groups I, II and III are adaptable to children of grades six to twelve.

On the basis of the philosophy and principles set forth in the foregoing discussion, we launched our program for discussion. Before going further in formulating plans, we brought the matter to the student body. To learn that the proposed program would permit the majority of them to participate in some form of play, participate in the administration of the program and eventually to operate the whole business—under teacher supervision. The students were very enthusiastic, to say the least. The committee then worked and reworked plans until they met the approval of the students, faculty, and principal.

The Machinery

I. NAME. The name of the organization is the Intramural Recreation Association.

II. LEAGUES. The group, grades six to twelve, is divided into two leagues, the Blue and Gray, each made up of girls and boys team.

III. NON-LEAGUERS. Pupils of grades one to five are Non-Leaguers. They are placed under direct supervision of their respective teachers.

IV. STUDENT LEADERS. All offices are held by students as follows:

A. Manager and Co-Manager-in-Chief of the Association.

B. Executive keeper of records.

C. One manager of each the Gray and Blue Leagues.

D. One each of the following officers for individual teams: captain, referee, timekeeper, scorekeeper, and two cheer leaders.

V. DUTIES. Suffice it to say that the duty of each officer is commensurate with his position in the set-up, as outlined above; except that a location of teams and players in the league and on teams respectively, is trusted to the coaches.

VI. ELECTIONS.

A. The manager and co-manager and executive keeper of records of the Association are elected at least thirty days before the close of each current school year, by a majority vote of the entire student body from a group of successful leaders of subsidiary offices mentioned in Article IV.

B. The manager of Blue and Gray Leagues are elected prior to the close of each semester, by a majority of the members of the league in question.

C. Captains, referees, timekeepers, scorekeepers, and two cheer leaders are elected monthly by individual teams.

D. The placement and organization of teams varies according to felt needs and interest of the majority of students participating, equipment available, and the season of the year. The students are placed on teams according to their classification, ages or sizes, or skill. For example, if an over-age boy is in the sixth grade, towering over his mates in size and skill, he is advised to play on one of the teams with boys of like skill and size.

VII. COMMITTEES. To insure the health of the organization we have two committees.

A. Faculty Committee. This committee is appointed by the principal each year, and is known as the ways and means and policy forming group. It is composed of seven members of the faculty.

B. Operating Committee. This group is composed of the boys' coach, the girls' coach, and four students as follows: General manager of association, Manager of Blue league, Manager of Gray league, and General Keeper of Records of the Association. See diagram of organization, fig. 1.

Offerings

I. ACTIVITIES SPONSORED.

A. Grades One to Five

1. Individual activities, involving, skipping, hopping, sliding, rope skipping, batting, etc.
2. Group activities, embracing singing games, circle games, hide and seek.

B. Grade Six to Twelve.

1. Individual or dual activities, involving, running, jumping, boxing, horse shoe pitching, etc.
2. Group activities.
3. Team game (emphasized) involving, boxing, basketball, softball, tag fooball, volley ball, etc.

Physical Features

I. GROUNDS AND EQUIPMENT.

A. Grounds and Stationary Equipment. We possess a smooth, spacious campus, approximately 350 x 350 feet, on which we place tag football fields, basketball courts, boxing rings, cinder paths, seesaws, swings, etc.

B. Movable Equipment. Our movable equipment includes such items as basketballs, tennis balls, boxing gloves, boxing head gears, volley balls, softballs, etc. All equipment together cost not more than $75.00.

Techniques and Outcomes

I. SCHEDULE AND RECORDS. For the various activities, schedules are made and records kept so as to secure and maintain the highest interest and morale on the part of pupils. It is fitting to relate that scheduling of games and keeping of records loom very high in the success of the venture. See outline of schedule, fig. 2, and outline of records, fig. 3.

II. OUTCOMES. We base our judgment of outcomes on the principles set forth in the beginning of this theses. We simply look for improvement, which can be attributed to his recreation, in the child's art of living here and now, as well as in the future. Among the improvements noted are: Lower mortality rate of pupils, improvement in average daily attendance of over-aged boys and girls, improvement of pupil-pupil and pupil-teacher relationship, and a general up-grading of pupil morale.

Report of the Legislative Committee of the North Carolina Negro College Conference

(Continued from Page Twelve)

may prevail throughout the State, which will permit teachers to attend the meeting without existing penalties.

Tenth: Since mutual good-will, respect and confidence are the surest guarantees of neighborliness and cooperation, be it resolved that we, as Negro school leaders, make it a definite phase of our school policy to inaugurate and promote such activities and relationships as may cultivate and strengthen better and more wholesome inter-racial relations in our respective communities.

Eleventh: Because we believe that all teachers of North Carolina, white and black, have much in common, be it resolved that we lend every encouragement, moral and practical, to the furtherance of the program and work of the recently set-up Educational Planning Commission, in the faith and hope that, seeing eye to eye and moving together in attacking our common education problems, white and Negro, that we attain sooner a higher level of educational progress and a more cordial and sympathetic approach to the consideration of problems in other areas of our inter-racial interest.

Twelfth: In as much as the trends in our American life point unmistakably in the direction that Negroes henceforth should and must assume an increasing larger share in providing for their own economic welfare, be it resolved:

a) That our teachers be encouraged to practice a greater degree of good judgment and thrift in the management of their own financial affairs:

b) To stimulate and foster the same practices among the students, patrons and people of the community served by his or her school: And

c) To take the initiative in the development of CREDIT UNIONS and other forms of cooperative enterprises as will promote the economic and material welfare of the Negroes of their respective communities.

Respectifully submitted,

S. E. DUNCAN, Chairman
L. B. GREEN, Secretary
I. H. MILLER
J. A. HARPER
E. D. WILSON

Auditor's Report

April 24, 1943 to August 31, 1943

NORTH CAROLINA NEGRO TEACHERS ASSOCIATION
Charlotte, North Carolina

A. T. ALLEN & COMPANY
Certified Public Accountants
Raleigh **Asheboro**
Raleigh, N. C.

North Carolina Negro Teachers Association
Charlotte, North Carolina

Gentlemen:

According to arrangements made with your Executive Secretary, Dr. G. E. Davis, we have examined the cash receipts and disbursements of the Executive Secretary's office and those of the Treasurer's office for the period from April 24, 1943 through August 31, 1943, and submit herewith our report consisting of three Exhibits, in addition to these comments.

Exhibit "A"—Cash Receipts and Disbursements
Dr. G. E. Davis, Executive Secretary

This statement shows the cash handled by the Secretary for the period covered by the audit. For this period he received $697.50 and disbursed $3,846.00. These transactions, together with a balance at the beginning of the period of $3,166.00, result in a balance on August 31, 1943, of $17.50, which was accounted for by cash in the Treasurer's hands for deposit.

We traced all cash receipts, as evidenced by the membership dues record, into the Secretary's bank account. The disbursements from this account were by checks properly issued and in the regular course of business.

Exhibit "B"—Cash Receipts and Disbursements
H. S. Davis, Treasurer

Here we show the cash handled by the Treasurer for the period from April 24, 1943 through August 31, 1943. During this period he received $3,856.55 and disbursed $2,452.54. These receipts and disbursements, together with a balance from last year of $3,597.17, result in a balance on August 31, 1943, of $5,001.18. The balance at August 31, 1943, was accounted for by funds on deposit with the Mechanics and Farmers Bank of Durham, North Carolina. The Treasurer's receipts were compared with remittances to him by the Executive Secretary. All disbursements were on vouchers properly issued and approved.

Exhibit "C"—Comparison of Actual Expenditures with Budget Estimates

Here we show a comparison of the actual expenses for the period from April 24, 1943 through August 31, 1943, with the budget, which was prepared for a sixteen months' period. The budget for the sixteen months was $7,266.66 and for the period covered by this audit you spent $2,452.54, resulting in an unexpended balance of the budget of $4,814.12. The reason for this difference is that you have changed your fiscal year to one ending as of August 31.

General Comments

We found the records of the Executive Secretary and the Treasurer in excellent condition and experienced no trouble in making our audit and obtaining the necessary information for this report.

The Executive Secretary and Treasurer are bonded for $1,000.00 and $2,000.00, respectively, by the American Bonding Company.

We also found in the possession of the Treasurer the U. S. Defense Bond, Series F, Number M226741F, dated May 1, 1942, and maturing in twelve years. This bond was purchased in 1942 for $740.00 and has a maturity value of $1,000.00.

Based on our examination of the available records, we are of the opinion that all funds have been carefully and honestly handled and fully accounted for.

Respectfully submitted,

A. T. ALLEN & COMPANY,
Certified Public Accountants.

Raleigh, N. C.
October 14, 1943.

EXHIBIT "A"

NORTH CAROLINA NEGRO TEACHERS ASSOCIATION
Charlotte, North Carolina

CASH RECEIPTS AND DISBURSEMENTS

Dr. G. E. Davis, Executive Secretary
April 24, 1943 to August 31, 1943

RECEIPTS:		
Membership Dues	$ 587.00	
Refund on Elementary Group Expenses	17.50	
Shaw University—Advertising	16.00	
N. C. Mutual Insurance Company—Advertising	20.00	
Capital Printing Co.—Advertising	20.00	
National Aid to Public Education	25.00	
Placement Bureau Fees	12.00	
TOTAL RECEIPTS	$ 697.50	
BALANCE FROM LAST YEAR	3,166.00	
TOTAL TO ACCOUNT FOR		$3,863.50
DISBURSEMENTS:		
Refunds—Dues Over-Collected	$ 11.00	
Remitted to Treasurer	3,834.62	

Bank Service Charge	.38	
TOTAL DISBURSEMENTS	$3,846.00	
BALANCE AUGUST 31, 1943	17.50	
TOTAL ACCOUNTED FOR		$3,863.50

RECONCILIATION OF BALANCE AUGUST 31, 1943:

Balance in Commercial National Bank, Charlotte, N. C.	$ 68.62
Less: Check No. 6 Outstanding	68.62
Balance in Bank	$ None
Cash on Hand to be Deposited	17.50
TOTAL BALANCE AUGUST 31, 1943—PER SECRETARY	$ 17.50

EXHIBIT "B"

NORTH CAROLINA NEGRO TEACHERS ASSOCIATION

Charlotte, North Carolina

CASH RECEIPTS AND DISBURSEMENTS

H. S. Davis, Treasurer

April 24, 1943 to August 31, 1943

RECEIPTS:		
Received from Executive Secretary	$3,834.62	
Interest Earned on Savings Account	21.93	
TOTAL RECEIPTS	$3,856.55	
BALANCE FROM LAST YEAR	3,597.17	
TOTAL TO ACCOUNT FOR		$7,453.72
DISBURSEMENTS:		
Office Expenses, Executive Sec'y	$ 91.36	
Publication of Record	334.61	
Executive Committee Secretary	135.24	
Salary of Executive Secretary	833.30	
Convention Expenses—1943	492.82	
Elementary Section — 1943 Convention	62.17	
High School Section — 1943 Convention	18.83	
Physical Education Section — 1943 Convention	25.00	
Library Section—1943 Convention	25.00	
Music Section—1943 Convention	12.98	
Clerical Help	60.00	
Gift—Inter-Racial Commission	50.00	
Gift—N. A. A. C. P.	50.00	
Gift—American Teachers Assn.	25.00	
Gift—Association of Negro Life and History	25.00	
Gift—Oxford Orphanage	75.00	
Emergency	136.23	
TOTAL DISBURSEMENTS	$2,452.54	
BALANCE AUGUST 31, 1943	5,001.18	
TOTAL ACCOUNTED FOR		$7,453.72

RECONCILIATION OF TREASURER'S BALANCE:

Balance in Mechanics and Farmers Bank, Durham, N. C.:	
Savings Account	$2,780.34
Checking Account	2,220.84
BALANCE FOR TREASURER AUGUST 31, 1943	$5,001.18

EXHIBIT "C"

NORTH CAROLINA NEGRO TEACHERS ASSOCIATION

Charlotte, North Carolina

COMPARISON OF ACTUAL EXPENDITURES WITH BUDGET

	Budget for 16 Months	Actual Expenditures 4-24-43 Through 8-31-43	Balance of Budget Unspent
President's Office	$ 50.00	$	$
Recording Secretary's Office	25.00		
Treasurer's Office	25.00		
Executive Secretary's Office	400.00	151.36	
Executive Secretary's Travel	480.00		
Executive Committee Meetings	200.00	135.24	
Publication and Mailing of Record	1,800.00	334.61	
District Meetings	225.00		
Salary of Executive Secretary	2,666.66	833.30	
Emergency Fund	200.00	136.23	
College Section	50.00		
High School Department	100.00	18.83	
Elementary Department	100.00	62.17	
High School Principals' Section	100.00		
Elementary Principals and Supervisors Section	100.00		
Home Economics Section	50.00		
Music Section	25.00	12.98	
Industrial Education Section	25.00		
Physical Education Section	25.00	25.00	
Library Section	25.00	25.00	
Adult Education Section	20.00		
Convention Expenses	350.00	492.82	
Gift—Inter-Racial Commission	50.00	50.00	
Gift—N. A. A. C. P.	50.00	50.00	
Gift—American Teachers' Association	25.00	25.00	
Gift—Association of Negro Life and History	25.00	25.00	
Gift—Oxford Orphanage	75.00	75.00	
TOTAL	$7,266.66	$2,452.54	$4,814.12

These are "PRIME MOVERS" of Fighting Americans

In this fast-moving war *"gittin' thar fustest with the mostest"* depends upon many thousands of compact, motor-driven units of transportation—such as the *prime mover truck* — the *landing barge* — the *transport plane.*

On the critical home front Greyhound buses are just as truly *prime movers* of fighting Americans, whether these men and women are in uniform, in working slacks and jumpers, or in plain business suits.

The colossal wartime job is done by intercity buses, such as Greyhound's, can be guessed at when you learn that these coaches may well carry more than a billion passengers this year. The great majority of Greyhound passengers are in essential war work or in Uncle Sam's fighting forces—going directly to factories, shipyards, arsenals and farms scattered along more than 70,000 miles of highway or to the very doorsteps of their homes.

That's the kind of *prime movers* Greyhound buses are proving to be in wartime. And when this war's over and won, they'll be the *prime movers* of Americans in better days to come, on a new scale of comfort and convenience.

GREYHOUND

MARVIN LEE RITCH

A Pioneer in Progress
CANDIDATE FOR
UNITED STATES SENATE

Vote For **MARVIN LEE RITCH**
CANDIDATE UNITED STATES SENATE
State-wide Democratic Primary
Saturday, May 27, 1944

A MAN FOR THE PEOPLE

Born: March 7, 1889 Vance Township, Union County, N. C.
Parents: Father: William Capers Ritch of above address.
Mother: Martha Jane (Lee) Ritch, Union County, S. C.
Residence: Charlotte, N. C., since November, 1897.
Education: Grammar and High School, Charlotte, N. C.
3 years academic University of North Carolina.
3 years Law, Georgetown.
Experience: Charlotte News Boy, Clerk to a Congressman, E. Y. Webb; Clerk to a U. S. Senator, John H. Bankhead; Lawyer 30 years, Legislator 1939 and 1943. City attorney of Charlotte, 1915 to 1917.
Profession: Thirty years law practice based upon LL.B. degree.
Interest: A continued crusader, better schools; liberal pay for teachers; proper upkeep for ex-service men and their dependents.

SLOGAN: Those least governed are best governed.

VOTE [X] MARVIN LEE RITCH
and
GIVE A YOUNGER MAN A CHANCE

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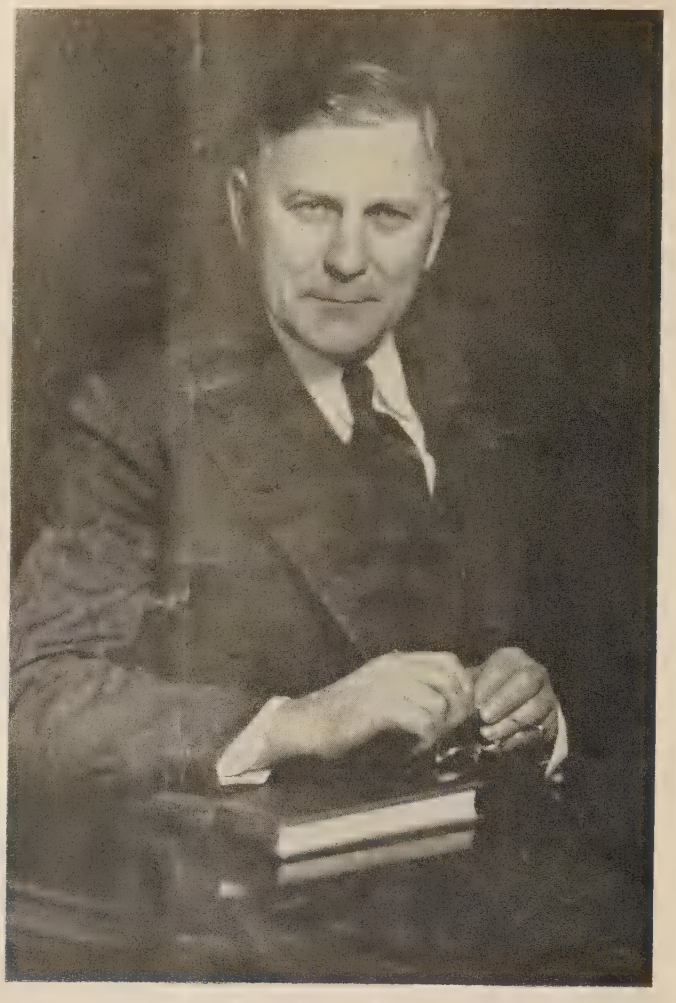

R. GREGG CHERRY

A Cherry Victory Is a School Victory

Gregg Cherry's platform for further educational progress is definite and practical.

It grows out of his broad knowledge of the needs of the State and is based upon legislative experience gained in fighting for the splendid educational progress advocated by previous governors.

Greater Education for a Greater Day in North Carolina is the need of this hour and Gregg Cherry can and will lead us in the advance.

GREGG CHERRY'S SCHOOL PLATFORM

1. I favor and will recommend an increase (effective January 1, 1945) in the base pay of the salaries of teachers and school employees of at least the amount of the present war bonus; to which shall be added such additional sums as the legislature may be justified in paying to meet the increased costs of living during the present war emergency; and I am of the opinion that the beginning salary for any teacher holding an "A" Grade Certificate should be at least $125.00 per month.

2. Since it is evident that the amounts to be received under the present Retirement System are inadequate; I favor and will recommend further effort to improve the Retirement System, to the end that retired teachers may live in reasonable security, and not merely a meager existence.

3. I favor and will recommend the adoption of proper and effective machinery for the enforcement of attendance during the school age, to the end that illiteracy shall be eliminated in North Carolina.

4. I favor and will recommend the adoption of rules and regulations for the reduction of the teacher load, so as to provide more adequate personal and individual relationship between the teacher and student.

5. I favor and will recommend additional support to and expansion of vocational education in all its phases, to the end that Agriculture, Home Economics and Trade and Industrial subjects shall receive proper emphasis in our school system.

6. I favored and supported the adoption of the Constitutional Amendment establishing a State Board of Education, and deem it to be a milestone in North Carolina's educational history. The responsibility of the Board is clear and definite, and I pledge my best efforts to support and coöperate with the Board in the performance of its duties of educational leadership.

7. The need of quality performance and a progressive program to improve instructional service is a definite challenge to our school system. This calls for sound planning and definite support, and must be one of the goals of the next administration.

8. The Free Textbook Act should be amended so as to include at least the eighth grade, now considered elementary, and I favor and recommend the same.

9. I favor and recommend that the pay period of classified principals shall be increased to ten regular salary months, so as to provide for two weeks of organization work before school opening, and two weeks of annual record and report work after school closing.

10. If there be teachers who are deficient or those who may have lost interest in their work, I would not shield them—but, I do feel that as a State policy, the public schools of North Carolina and the teachers' right to work therein must be protected from political, partisan and personal manipulation.

11. It is obvious at the close of the present war that many of the counties and cities of this State will need increased school faci'ities—both buildings and equipment. The State should make available through its Building Fund the money necessary to provide such extensions at a low rate of interest, and upon such terms as may be approved by the Local Government Commission. I favor and will recommend this service.

12. The sanitary conditions in many of our schools are inadequate to the needs of the school children. I will favor and insist upon such sanitary improvements as will adequately safeguard the health of the children in every public school in North Carolina.

R. GREGG CHERRY

CANDIDATE FOR GOVERNOR

Democratic Primary : May 27

Volume XV
Number 4

MEMBERSHIP OVER 5,600

October
1944

North Carolina Teachers Record

Official Publication of the North Carolina Negro Teachers Association

Thoughts That Should Guide Us

"If there be teachers who are deficient or those who may have lost interest in their work, I would not shield them—but, I do feel that as a State policy, the public schools of North Carolina and the teachers' right to work therein must be protected from political, partisan, and personal manipulation."

—Platform statement of Governor-Elect R. GREGG CHERRY.

"We must not tolerate in any rural community or for any individual poorly paid and meagerly trained teachers; unsafe, unsightly, and ineptly planned buildings; weak and ineffective school disticts; gross neglect of underprivileged groups; or any manner of paying for education which does not give a fair opportunity for all."

—Statement of White House Conference On Rural Education, October, 1944.

"A comprehensive program for National Defense must include not only the physical and material needs of a country, but also the maintenance of the morale of the people. The participation of all citizens, without regard to race or creed, on the basis of ability and the placement of individuals in a national program according to their capacity to serve are essential to the successful realization of the goals in a National Defense Program."

—DR. ROBERT C. WEAVER, October, 1940.

Published in January, March, May and October, by the
NORTH CAROLINA NEGRO TEACHERS ASSOCIATION
115½ E. Hargett St., Raleigh, N. C.
Entered as second-class matter January 15, 1930, at the post office at Raleigh, North Carolina, under the Act of March 3, 1879

NEXT MEETING OF THE ASSOCIATION AT RALEIGH, N. C., MARCH 29TH, 30TH AND 31ST, 1945

North Carolina Teachers Record

Official Publication *of the* North Carolina Negro Teachers Association

Volume XV | OCTOBER, 1944 | Number 4

CONTENTS

Page

Thoughts That Should Guide Us . . . . . Cover Page

Unit—Why Do We Have a War Going On? 1
By Mrs. Mary Knight White, *Teacher, Colerain Graded School, Colerain, N. C.*

OPA Administrator Writes To Teachers 2

Current Supervisory Practices in North Carolina Negro High Schools—"The Teacher Speaks" 3
Matthew J. Whitehead, *Registrar, Elizabeth City State Teachers College, Elizabeth City, N. C.*

Auditor's Report 6

Role of Federal and State Governments in Educational Equalization . 7

Editorials 8

Membership Roll, 1943-1944 9

SUBSCRIPTION PRICE: $1.50 a year. ADVERTISING RATES on application to Executive Secretary

Membership dues in North Carolina Negro Teachers Association, $1.50 per year, which entitles each member to four consecutive issues of the North Carolina Teachers Record.

Entered as second-class matter January 15, 1930, at the post office at Raleigh, N. C., under the Act of March 3, 1879

Address all manuscripts for publication and all correspondence regarding membership, advertising, et cetera, to W. L. Greene, 115½ E. Hargett St., Raleigh, N. C.

Unit - Why Do We Have A War Going On?

Theme: Doing Everything We Can to Win the War

By Mrs. Mary Knight White
Beginners Teacher—Colerain Graded School, Colerain, N. C.

How the Activity Originated

ONE morning during our class discussion one of the pupils, Billy, who was very sad and heart-broken, said to the class —"My father has gone overseas, and my grandfather and I pray every night for him to come back." As soon as he had finished other pupils began to say, "My brother has gone overseas," and my uncle has gone overseas.

They were very sad and thought it was such a terrible thing for their relatives to have to leave them. Some of the children wanted to know why did they go overseas?"

Thus the unit began—

Teachers' Objectives

1. General: To help children realize the necessity of this war and that they, though small, are able to help win this war.

Specific: To help children understand why a war is going on.

2. To help pupils realize that it is better for our boys to go overseas than fight in the U. S.

3. To instill within the children a deeper appreciation for their country.

4. To acquaint children with some of the countries at war.

5. To acquaint the children with some of the facts concerning the Army and Navy.

6. To help the children realize that we as a race are doing much to win this war.

7. To help children correlate all the subjects with this unit of work.

Children's Objectives

1. To find out why a war is going on.

2. To find and work out the answers to their questions by working together.

3. To have a better understanding as to why their relatives go overseas.

4. To collect pictures and secure information concerning this unit, and bring to the class.

5. To plan the culmination of the unit.

What the Children Wanted to Know:

1. Why are we fighting?

2. Why do our soldiers go overseas?

3. How do our soldiers get food and clothing overseas?

4. Can we get mail from our people overseas?

5. What happens to our boys hurt overseas?

What the Children Did:

1. The children actually found out the things they wanted to know —through discussions, pictures, parents, sixth grade students, and teacher, Miss Olga M. Sharpe, and boys in service.

2. The children brought photos of men and women in service, made an album.

3. a. Made booklets of words studied, stories, and clippings.

b. Wrote words, sentences, stories and letters.

4. Talked with a soldier who had returned from overseas. (One student) made a report to class and presented this soldier's picture to the class.

5. Brought letters to class received from soldiers overseas. (V-mail and air-mail letters.)

6. Sold defense stamps. Worked for the Red Cross.

7. Asked the sixth grade students to find out which ocean was the largest, the Pacific or the Atlantic Ocean.

8. The children actually counted the money, made reports of the money brought in for Red Cross, for the party for parents and teachers, and Defense Stamps.

9. Planned the culminating exercises.

STORIES THE CHILDREN MADE

Why Are We Fighting?

We are fighting to protect ourselves.

We are fighting to keep free.

We do not want anyone to dictate to us.

We are fighting to keep our flag flying.

We are fighting to save our country.

Why Do Our Soldiers Go Overseas?

Our soldies go overseas to fight.

Our soldiers go overseas to work.

They go overseas to keep our enemies from coming over here.

They go overseas so we can be safe in the United States.

How Do Our Soldiers Get Food and Clothing Overseas?

Food and clothing are sent from the United States to our soldiers overseas.

We send food and clothing overseas on ships.

We send food and clothing overseas on airplanes.

Sometimes our friends overseas give our soldiers food.

Can We Get Mail From Our Boys Overseas?

We can get mail from our people overseas.

Mail is sent and brought from overseas on ships and airplanes.

We must not tell our enemie anything on letters sent overseas.

What Happens to Our Boys Hurt Overseas?

They are given first aid.

They are taken to the hospital.

Then the doctor sees them sometimes. Our boys are sent back to the United States.

(A sheet of V-mail stationery—and a V-mail letter was brought to class by students. Thus the story was made.)

V-Mail

V-mail is to help win the war.

We have a V-mail letter.

We have a sheet of V-mail paper.

V-mail saves paper, time and space.

V-mail is not so heavy.

We should send V-mail overseas.

Our Men and Women in Service

Our men and women are in service for the United States of America.

They are fighting for the United States.

They are working for the United States.

Those in the army wear brown uniforms.

Those in the Navy wear blue and white uniforms.

Things We Are Free to Know

We are free to read.
We are free to write.
We are free to talk.
We are free to go to school.
We are free to go to any church.
We are free to play.
We are free to spend our money.

Words the Children Came in Contact With and Actually Know

soldiers	V-mail
overseas	letter
food	paper
clothing	heavy
happens	sent
free	time
keep	save
hurt	United States
fighting	Pacific Ocean
protect	Atlantic Ocean
dictate	Germany
flag	Japan
country	censored
flying	examine
work	First Aid
enemies	hospital
safe	doctor
friends	given
sometimes	taken
uniforms	Army
ships	Navy
airplanes	

Outcomes:

A knowledge of Why We Have a War Going On.

A better appreciation of their country.

A knowledge of why our soldiers go overseas.

A knowledge of the position, size and direction of the Atlantic Ocean, Pacific Ocean, Japan and Germany.

The ability to speak fluently.

The ability to write.

The ability to ask questions intelligently.

A knowledge of planning and working together harmoniously.

An appreciation of "The Pledge to the Flag of the United States of America."

An appreciation of patriotic songs, such as, "America," "God Bless America," "Salute to the Flag."

Children's Bibliography

Norfolk Journal and Guide, newspaper.

The Afro-American, newspaper.

Life, magazine.

Near and Far by Nile B. Smith, Silver Burdett Co., 1935.

Teachers Bibliography:

Teaching Democracy in the N. C. Public Schools.

A study in Curriculum Problems, N. C. Course of Study.

Reading Activities in the Primary Grades. Storm and Smith, Ginn & Co., 1930.

Guide to Child Development, California Teachers.

O.P.A. Administrator Writes to Teachers

Released Through Dean J. T. Taylor

The job of informing America's 127 million people about rationing changes, about price changes, and about rent regulations is one of the major jobs of the Office of Price Administration.

The cost of this tremendous job is only two cents a person. This amazingly low cost is made possible by the volunteer assistance that has so generously been given. Newspapers, magazines, radio stations, the movie industry, schools, clubs, unions and local organizations of every kind have helped inform you about rationing, about price and rent control. Without the help of these groups, merely the cost of keeping our citizens **informed** would have taken an enormous share of our entire budget. We are making every effort to enlist more and more of this kind of help to provide better information service **without** any additional expenditures.

The teachers of this country have done a magnificent job in helping OPA to distribute ration books in our wartime economy. Because of this help and the help of other volunteers, the cost of running the entire OPA program during the past year was only $1.33 for each man, woman and child in this country. Almost half of that sum, 51 cents, has been spent by local War Price and Rationing Boards, which serve you directly in your own community.

Price control will be one of our toughest jobs from now until after the war ends and the danger of inflation has passed. The Government needs the support of every teacher in its fight against inflation.

Although the Cost-of-Living Index does not necessarily reflect accurately what has happened to your cost of living, it serves as a useful means of comparing what has happened to average living costs in different periods. I would like to present to you, therefore, some facts about the Cost-of-Living Index which should be a part of the knowledge of every American family:

(1) Between the beginning of the war in Europe (September, 1939) and the time the General Maximum Price Regulation was issued today (May, 1942), the cost of living rose 17.6 per cent.

(2) Since retail price controls went into effect in May, 1942, the Cost-of-Living Index has gone up less than 8 **per cent.**

(3) Since April, 1943, when food prices were brought under effective control for the first

(Continued on Page Five)

Current Supervisory Practices in North Carolina Negro High Schools--- "The Teacher Speaks"

MATTHEW J. WHITEHEAD, *Registrar*
Elizabeth City State Teachers College
Elizabeth City, North Carolina

Purpose

THE purpose in this brief article is to present; from the classroom teacher's point of view the status of supervisory practices in North Carolina Negro High Schools, and on basis of data submitted, to make recommendations for the improvement of these practices. Many volumes dealing with the improvement of supervision in secondary schools are available in educational literature, but few of these give the classroom teacher's point of view. In this article, one hundred and one North Carolina Negro High School Teachers give their version of current supervisory practices.

Procedure

It is obvious that the only way to secure these data was to use a questionnaire. One hundred and one usuable replies were received from the schedule which this investigator submitted to North Carolina's 148 accredited Negro High Schools. These responses represent both 101 North Carolina Negro High Schools, and 101 teachers. The median age of this group was 30; median teaching experience 9.5 years.

These 101 responses represent 68.2 per cent of North Carolina's accredited Negro High Schools; teachers from 20 to 44 years of age who have had from 1 to 20 years teaching experience in high schools where the median faculty was 12 members. This group, composed of all subject-matter teachers, is a representative sampling of the investigator's universe. It included the novice and veteran high school teacher; 55 with Bachelor of Arts degrees; 28 with Bachelor of Science degrees, and 18 with Master of Arts degrees.

The presentation, analysis, and interpretation of the data from these questionnaires will form the basis for the succeeding part of this article.

Results

Part I of the questionnaire submitted consisted of requests for personal and institutional data, and retarding factors to the supervisory program in these schools. In answer to the question, "What do you consider the greatest handicap to supervision in your particular school?" the teachers listed 12 handicaps with a frequency from 1 to 47 as follows: "Lack of time by principal," 47; "too heavy teaching loads," 15; "principal teaches," 10; "overcrowded conditions," 5; "principal lacks progressive outlook," 5; "principal regards supervision as inspection," 5; "no supervisory program," "disgruntled teachers," "teachers not sold to supervisory program," with lowest frequencies.

An analysis of these data revealed that 50 per cent of the principals were not properly budgeting their time. A principal should realize that the improvement of teaching is foremost in school administration. He should find time in his schedule to formulate, initiate, and actively guide the improvement of teaching. This can best be achieved by allocating many routine functions, giving authority with each allocation. The other handicaps these teachers listed should challenge both the principal's administrative and executive abilities to the point that he will do something about them. The quotation of John Dewey adequately describes this condition: "One might as well say he has sold when no one has bought, as to say he has taught when no one has learned." Learning under such conditions is not only minimized, but penalized.

The second question was, "What topics have you discussed this year in group staff meetings for the improvement of teaching?" Seventeen different topics were recorded, ranging with their frequencies from "student guidance," 17; "professional growth," 16; "none at all," 15; "juvenile delinquency," 10; "adapting instruction to fit individual needs of pupils," 8; to "the school's philosophy," 1.

There is no better medium for improving educational aims, clarifying functions, philosophy, techniques, and objectives, than the group staff meeting. The majority of group meetings should be devoted to improving instruction. Briggs[1] states that "What mass instruction is for pupils, group conferences are for teachers." Topics discussed in group meetings in these North Carolina Negro High Schools are indicative of the school's philosophy, co-operative planning, and activity leading to commonly desired ends.

With education, as other phases of American life affected by the war, it is no wonder, that the highest frequency array was "student guidance." Now, more than ever before, must the school place greater stress and emphasis on guidance, not only to curb the increase in juvenile delinquency, but to understand better and adapt its program to meet the needs of these adolescent pupils.

[1] Thomas H. Briggs, *Improving Instruction*. The Macmillan Company, New York, 1938, p. 399.

In answer to the question, "What do you consider the most valuable aids given you this year by your principal which have improved your teaching?" the greatest frequency was between "individual conferences" and "none at all." Both received frequency distributions of 30. Others listed "aids in magazines," 14; "technique for adapting my teaching to meet student needs," 12; "lesson planning," 8; "improving the assignment," "test construction," "candid criticisms," and "studying individual differences," frequencies of one each.

Utilization of the individual conference technique as a method of improving instruction is praiseworthy. The supervisory conference between teacher and principal is without doubt, the most important means for improving instruction. Such conferences supplement other techniques, and insure that both general and specific suggestions are assimilated into each teacher's program for better teaching. Principals who gave no aid at all to their teachers should consider this a grave indictment, and should thereby, benefit from the experience of their more progressive colleagues.

Part II of the questionnaire consisted of a series of questions relating to supervisory visits of principal to classes; teacher's reactions to being supervised; the holding of post-visitation conferences; and, purpose of principal's visits to classes.

Sixty-three teachers had been visited this school year by the principal; while 38 reported that the principal had not visited them at all. Principals held post-visitation conferences with 41 of the 63 teachers visited. The teachers reported that 96 of the principals did not announce beforehand their visits to classrooms; only five notified teachers that they would observe them at a designated time.

The principle of announced versus unannounced visit has both strengths and weaknesses; however, this investigator is of the opinion that both should be used by principals; the choice depending on the purpose of the visitation. For a principal to announce beforehand his intention of visiting a teacher's classroom, gives both the teacher and him adequate opportunity for preparation. For best results in visitations, both should be employed by the principal.

North Carolina Negro High School teachers do not object to being supervised. On the contrary, they desire more supervision from their principals and others. Ninety-nine stated that they desired more supervision. It seems logical to assume that this desire of theirs is supported by the fact that ninety, or 89 per cent of them classified their principal's philosophy of supervision as democratic; seventy-six or 75 per cent felt that the purpose of the principal's supervisory visit was to help teachers to improve their teaching. Others regarded the purpose of his visits as fault-finding and inspection. The teachers also felt that all teachers should be supervised, novices as well as veterans, since supervision increases educational efficiency and makes for unity of purpose in learning situations.

Part III of the questionnaire sought data on how principal used his time, other means of supervision which he employed aside from the supervisory visits, and provisions for the in-service growth of teachers through professional literature.

The question was asked, "How does your principal use his time?" Data received in answer to this question revealed that the function performed by 101 Negro High School Principals which ranked highest was "routine administrative work." The second rank was assigned to "improving public relations." While this is a very important function, this investigator doubts that it should receive greater attention than the improvement of instruction. This rank, however, does support Byer's[2] assumption that, "Of the three functions of education—teaching, supervision, and administration—perhaps supervision has been least affected by the present-day professional emphasis in education, for the reason that it is the most difficult and the most complex of all."

The time principals spend on "paper work" which glues them to their desks is due largely to the fact that they do not believe in democratic-cooperative delegation of responsibilities to others; a failure to give authority with responsibility. The principal must keep in mind that, "A school, as Briggs[3] points out, is organized that it may be instructed." Administration is not to be viewed as an end, but as a means of facilitating instruction.

Many studies have been made of how principals should spend their time by Davis,[4] Ayer[5] and the N.E.A.[6] Each of these studies differed as to allocation of time for various functions, but they were all in agreement that the improvement of instruction should rank first. The ideal figure given which a principal should devote to the improvement of teaching is 55 per cent of his time. True, few principals attain this perfection, nevertheless, they should set it as their goal, and work assiduously to attain it.

The question was asked, "What other devices aside from supervisory visitations does your principal use for improving instruction?" Replies to this query revealed six different devices were used. These listed in order of rank were: group staff meetings, individual conference, bulletins, directed readings, demonstration teaching, and lectures-institutes.

Answering the query, "List purposes for which staff meetings are held in your school," the 101 teacher's reasons ranked in frequency arrays as follows: (1) to hear announcements, (2) to launch various financial drives, (3) to improve community relations, (4) to hear lecture by Principal, (5) to discuss student discipline. Only one of the 101 teachers stated that her principal used an occasional meeting to serve as a social retreat for the staff.

It is regrettable to think that

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2 Alonzo F. Meyers, *Problems In Public School Supervision*. New York, Prentice-Hall, Inc., 1939. p. xi.

3 *Ibid.* p. 99.

4 C. O. Davis, *Duties of High School Principals*, pp. 49-69.

5 Fred C. Ayer, *Duties of Public School Administrators*. American School Board Journal, February, 1930.

6 N. E. A. Research Bulletin. *The Principal As Supervisor.*

principals are still wasting valuable time and energy making announcements and assignments which so easily could be handled by bulletins, pamphlets, and guide books. The "announcement type staff meeting" accomplishes little save to add one more disgruntled teacher. It is also regrettable to note the over-emphasis which is being placed on financial drives, and the under-emphasis which is being made of the "social staff meeting." The adage, "All work and no play makes Jack a dull boy," should be given attention by the principals of these schools. An occasional tea, a social hour, a bridge party, or some lyceum attraction, where all the members of the staff participate, will pay untold dividends in integrating school policies, and developing esprit de corps.

The last question asked was, "List the books in the school's professional library which teachers have access to." It was a startling revelation to note that many of the schools did not have a professional library. The median number of books and magazines in these 101 schools was 13. There was a great shortage of current professional magazines, but quite an adequate supply of books on administration, supervision, guidance, and psychology. This investigator was elated over the inclusion in many of the libraries of book like, "Good-bye, Mr. Chips," "Emile," and Plato's "Republic." Books of this sort are human as well as informative. Teachers who read them diligently will be greatly rewarded for their tasks. Every school administrator and every teacher should read these three works of Hilton, Rousseau, and Plato for the broadening of their educational philosophy.

Conclusion

From the data presented in this article, secured from these 101 questionnaires, this investigator ventures to make some recommendations before bringing this article to a close:

Recommendations to Teachers

1. Re-examine and re-think your philosophy of supervision,
2. Utilize all opportunities for in-service growth,
3. Publish more articles in professional magazines, and
4. Become more professional-minded by reading more good professional literature.

Recommendations to Principals:

1. Subordinate administrative functions to supervisory functions,
2. Delegate many routine activities to staff members,
3. Utilize co-operative concept of supervision,
4. Re-think and re-consider the purpose of staff-meetings,
5. Remove causes of disgruntlement to supervisory program,
6. Improve school's professional library,
7. Utilize to greater advantage institutes and demonstration teaching,
8. Reduce teaching loads of new teachers,
9. Invite suggestions and criticisms from your staff,
10. Make post-visitation conferences more meaningful, and,
11. Set up with aid of staff, criteria for democratic evaluation of the supervisory program in your school.

The purpose in this article was to present from the classroom teacher's point of view, the status of current supervisory practices in North Carolina Negro High Schools; and, on basis of data to make recommendations for the improvement of these practices. The teacher has spoken frankly and sincerely.

O.P.A. Administrator Writes to Teachers

(Continued from Page Two)

time, the Index has shown **no net increase.**

(4) By the 54th month of World War 1, the Cost-of-Living Index had risen 61.9 per cent. By the 54th month (Feb., 1944) of the present war, the Index had risen only 25.5 per cent. Most of this increase took place before price control began.

(5) The Clothing Index went up 115 per cent in the last war; in this war it has risen oly 34 per cent. House furnishings jumped 101 per cent in World War 1, compared with 27 per cent in World War II. Food increased 82 per cent in the last war, compared with 44 per cent in this war.

Americans today have more than $100 billion in war bonds, savings and checking accounts. This vast sum represents the financial foundation of the postwar market. Millions of consumers, anxious to replace their worn-out automobiles, refrigerators, radios . . . . or to buy better homes, are carefully adding to their savings every pay-day. Increased prices could wipe out this entire postwar market in short order. A sound price control program not only maintains and protects these savings, but adds to them each day and month the war lasts.

OPA's price job is a big one. Its regulations reach into three million business establishments at every level of production and trade. Its rent regulations cover 14 million retail dwelling units, occupied by 45 million householders. Food ration books, among others, have to be distributed to more than 130 million consumers. To take care of this enormous job OPA has about 161,000 workers, 106,000 of whom are volunteers. There is an ever-increasing need for more volunteers.

OPA is the people's agency. We can make OPA work if we will observe a few simple rules: never pay more than ceiling prices; make use of the dollars-and-cents ceiling price lists; report price violations to our local War Price and Rationing Boards; follow rationing regulations; buy only what we really need; conserve wherever possible; help our community do its home front economic job by volunteering to assist our Rationing Boards.

I wish to thank you personally for the fine co-operation which you have given to the war-time economy program in North Carolina.

Sincerely,

Chester Bowles,
Administrator.

Auditor's Report

September 1, 1943, to August 31, 1944

NORTH CAROLINA TEACHERS ASSOCIATION
Charlotte, North Carolina

A. T. ALLEN & COMPANY
Certified Public Accountants
Raleigh Asheboro
Raleigh, N. C.

North Carolina Negro Teachers Association
Charlotte, North Carolina

Gentlemen:—

According to arrangements made with your Executive Secretary, Dr. G. E. Davis, we have examined the cash receipts and disbursements of the Executive Secretary's office and those of the Treasurer's office for the twelve months ended August 31, 1944, and submit herewith our report, consisting of three Exhibits, in addition to these comments.

Exhibit "A"—Cash Receipts and Disbursements
Dr. G. E. Davis, Executive Secretary

This statement shows the cash handled by the Secretary for the period covered by the audit. During this time he received $8,769.15 and disbursed the same amount. He had on hand cash in the amount of $17.50 to be remitted to the new Treasurer in settling his accounts as Executive Secretary.

We traced all cash receipts, as evidenced by membership dues record, into the Secretary's bank account. The disbursements from this account were by checks properly issued and in the regular course of business.

Exhibit "B"—Cash Receipts and Disbursements
Dr. H. S. Davis, Treasurer

Here we show the cash handled by the Treasurer for the fiscal year ended August 31, 1944. During this period he received $8,604.27 and disbursed $4,982.13. These transactions, together with a balance September 1, 1943, of $5,001.18, result in a balance August 31, 1944, of $8,623.32, which was accounted for by funds on deposit in the Union National Bank, Oxford, N. C., and Mechanics and Farmers Bank, Durham, N. C. The Treasurer's receipts were compared with remittances to him by the Executive Secretary and found in agreement therewith. All disbursements were on vouchers properly issued and approved.

Exhibit "C"—Comparison of Actual Expenditures With Budget Estimates

Here we show a comparison of actual expenditures for the period covered by this audit. The budget for the year was $6,000.00, but you spent $5,048.88, resulting in an unexpended balance of the budget of $951.12.

General Comments:

We found the records of the Executive Secretary and the Treasurer in excellent condition and experienced no trouble in making our audit and obtaining the necessary information for this report.

The Executive Secretary and Treasurer are bonded for $1,000.00 and $2,000.00, respectively, by the American Bonding Company.

We also found in the possession of the Treasurer the U. S. Defense Bond, Series F, Number M226741F, dated May 1, 1942, and maturing in twelve years. This bond was purchased in 1942 for $740.00 and has a maturity value of $1,000.00.

Based on our examination of the available records, we are of the opinion that all funds have been carefully and honestly handled and fully accounted for.

Respectfully submitted,
A. T. ALLEN & CO.,
Certified Public Accountants.

(SEAL)
Raleigh, N. C., September 20, 1944.

NORTH CAROLINA TEACHERS ASSOCIATION
Charlotte, North Carolina

CASH RECEIPTS AND DISBURSEMENTS
Dr. G. E. Davis, Executive Secretary
September 1, 1943 to August 31, 1944

RECEIPTS:		
Membership Dues	$8,422.50	
Advertising	200.00	
Returned Checks Collected	146.65	
TOTAL RECEIPTS	$8,769.15	
BALANCE SEPT. 1, 1943	17.50	
TOTAL TO ACCOUNT FOR		$8,786.65
DISBURSEMENTS:		
Remitted to Treasurer—Dr. H. S. Davis	$8,576.40	
Guest Speaker—Piedmont Division	58.95	
Refunds of Dues	2.50	
Returned Checks Given for Dues	126.00	
Bank Service Charges	4.09	
State Intangibles Tax	1.21	
TOTAL DISBURSEMENTS	$8,769.15	
BALANCE AUG. 31, 1944	17.50	
TOTAL ACCOUNTED FOR		$8,786.65

NORTH CAROLINA TEACHERS ASSOCIATION
Charlotte, North Carolina

CASH RECEIPTS AND DISBURSEMENTS
Dr. H. S. Davis, Treasurer
September 1, 1943 to August 31, 1944

RECEIPTS:		
Rec'd from Executive Secretary	$8,576.40	
Interest on Savings Account to July 1, 1944	27.87	
TOTAL RECEIPTS	$8,604.27	
CASH IN BANKS SEPT. 1, 1943	5,001.18	
TOTAL TO ACCOUNT FOR		$13,605.45
DISBURSEMENTS:		
Salary of Executive Secretary	$2,000.00	
Office Expense—Exec. Secy.	297.24	

Travel—Executive Secretary	97.28	
Convention Expense	492.51	
Publishing and Mailing the Record	1,380.27	
Clerical Help	45.00	
Executive Committee Meetings	111.30	
District Meetings	221.24	
Emergency Fund	55.37	
President's Office	50.00	
Recording Secretary's Office	25.00	
Treasurer's Office	25.00	
Music Section	25.00	
Physical Education Section	25.00	
Primary Section	32.67	
General Elementary Section	99.25	
TOTAL DISBURSEMENTS	$4,982.13	
*BALANCE AUG. 31, 1944	8,623.32	
TOTAL ACCOUNTED FOR		$13,605.45

*RECONCILIATION OF TREASURER'S BALANCE:

Balance in Union National Bank, Oxford, N. C.:	
Checking Account	$5,815.11
Balance in Mechanics and Farmers Nat. Bank, Durham, N. C.:	
Savings Account	2,808.21
TOTAL BANK BALANCES—PER TREASURER	$8,623.32

NORTH CAROLINA TEACHERS ASSOCIATION

Charlotte, North Carolina

COMPARISON OF ACTUAL EXPENDITURES

Fiscal Year Ending August 31, 1944

	Budget	Actual Expenses	
President's Office	$ 50.00	$ 50.00	
Recording Secretary's Office	25.00	25.00	
Treasurer's Office	25.00	25.00	
Executive Secretary's Office	300.00	347.54	
Executive Secretary's Travel	480.00	97.28	
Executive Secretary's Committee Meetings	200.00	111.30	
Publication and Mailing of Record	1,400.00	1,380.27	
District Meetings	225.00	280.19	
Salary of Exec. Secy.	2,000.00	2,000.00	
Emergency Fund	100.00	57.87	
College Section	50.00		
High School Department	100.00		
Elementary Department	100.00	99.25	
High School Principal's Section	100.00		
Elementary Principals' and Supervisors' Section	100.00	32.67	
Home Economics Section	50.00		
Music Section	25.00	25.00	
Industrial Education Section	25.00		
Physical Education Section	25.00	25.00	
Library Section	25.00		
Adult Education Section	20.00		
Convention Expenses	350.00	492.51	
Gift—Interracial Com.	50.00		
Gift—N.A.A.C.P.	50.00		
Gift—Amer. Teachers Assn.	25.00		
Gift—Association of Negro Life and History	25.00		
Gift—Oxford Orphanage	75.00		
TOTALS	$6,000.00	$5,048.88	$951.12

The first State-wide teacher tenure law was passed by the State of New Jersey in 1909. North Carolina, too, has a State-wide school system. When New Jersey ranked third, North Carolina was forty-third. Do we need a tenure law?

Your editor in compiling the membership roll noted the absence of any statement as to whether the rosters given represented 100 per cent membership. Anxious to give credit for the fine efforts put forth so modestly by so many, we consulted the State directory and gave credit for 100 per cent membership to all units reporting as many members as the directory showed employed in those units. While this will be in error to some extent, we believe this credit will encourage the effort.

Because the Easter season comes at the end of March next Spring, we must plan early for the annual meeting in order to have full success with the whole program. The chairman and/or secretaries of all Sections and Departments are asked to write the Executive Secretary giving the names and addresses of Section and/or Department officers for a directory in the January issue and for exchange of information.

Every Local Unit of the NCNTA should have a Post-War Planning Committee to plan, first of all, to develop a working local program which will lead all teachers in the Local Unit to **want** membership in the Association. Every Local Unit should elect "the usual officers" and proceed at once.

The RECORD wishes to acknowledge the Richard B. Harrison High School of Selma as the institution employing Mr. Carl L. Easterling who wrote on "Recreation in Action" in the May issue.

Role of Federal and State Governments in Educational Equalization

Selected excerpts from "The Black and White of Rejections for Military Service."—ATA Studies, August, 1944.

"The matter of unequal educational facilities in the several states is a national problem.[34] The financial inability of many states to support a minimum defensible educational program makes it imperative that the Federal government assist these states to establish such a program. Indeed, this is the most important single step that needs to be taken, for, without sufficient money, no effective program is possible.

"1. The Congress of the United States should immediately make provision for a sufficient amount

(Continued on Page Nine)

[34] See especially Floyd W. Reeves (Chairman), **Report of the President's Advisory Committee on Education**, Washington: Government Printing Office, 1938.

North Carolina Teachers Record
Official Publication of the
NORTH CAROLINA NEGRO TEACHERS ASSOCIATION

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Our Problem of Organization

It is a long way, in point of time, from the founding of our association sixty-four years ago to the present. Significant progress has been made in the organization since its founding, but our greatest growth has been in membership. Our membership, while notably large in comparison to that of other states having separate colored schools, needs to be much larger to enable the work of the association to help all the children of North Carolina. There are several eastern counties having a large ratio of colored population in which less than fifty per cent of the colored teachers are enrolled in the association's membership. It may seem surprising that some of these counties are bounded geographically by one hundred per cent county units. This peculiar condition is a direct result of our organizations as it has developed historically. The trend toward placing Jeanes Supervisors in all the counties needing assistant superintendents for colored schools gave the association an organizer and coordinator in each county seat. Had this program been completed and improved, we could have solved our membership problem through the Jeanes workers. Where they still hold forth, our membership is well cared for. Many superintendents have taken over the responsibility where supervisors are not provided for. This is exemplified by Superintendent H. H. McLean whose name heads Washington County's list. But changing trends in the organization of North Carolina school systems create a demand for more elaborate organization of our districts and local units. The NEA and the NCEA have set the pattern of organization by means of which we can secure maximum assistance through our superintendents. The use of standard types of organization will enable us to conserve the strength of our present set-up and achieve a more democratic functioning of the four local districts and their local units.

Each district might do well to create a membership committee which will include at least one member from each county and city school system in the district. This district committee for membership could, in turn, promote the organization of local **county, city, school district, or individual school** units of the association according to local needs and thus bring the work of the association directly to each individual teacher. If such a district membership committee can help all the school systems within its borders to organize and make permanent the type of local units best suited to their needs—each having a strong and active unit membership committee, our continued growth in membership can be assured. We would like to suggest that the executive committees of each of the four districts discuss this matter and decide whether such action is appropriate in their particular districts.

Our Problem of Tenure

The lack of a state-wide forward looking teacher-tenure policy, encouched in a clearly defined statute in our school laws, stands as a challenge to the legislative committees of both the North Carolina Negro Teachers Association and its counterpart, the North Carolina Education Association. While this problem situation is more acute in the rural colored schools than anywhere else, it is one of the factors which contribute to our low rank among the states in the national educational ratings. Many communities have been literally transformed in one generation by a few conscientious, well-trained teachers. Other communities have remained the same for generation after generation because teachers with vision, courage, and resourcefulness have not been encouraged to establish permanent residence in those communities and teach "the people" rather than "school subjects."

Genius is no respecter of place of birth but it must rely upon training to release its expression in the individual. Every small community has in it individuals who, with training, could become transforming teachers, adjusted to the community and yet equipped to lead their fellow-citizens to a higher standard of living and thinking. Local policy, often, has been made by untrained leaders whose foresight included only themselves and this has resulted, too often, in a teacher-tenure policy which has discouraged initiative and planning on the part of the school forces. A clearly defined and operative state-wide tenure policy, based on duly enacted statute would go a long way toward guaranteeing to each community a growing program of education carried on by teachers who grow "in their jobs" and not away from them.

Role of Federal and State Governments in Educational Equalization

(Continued from Page Seven)

of financial assistance to the states as will enable them to establish and maintain adequate elementary and secondary schools, colleges and teacher training institutions, and programs of adult education. Such legislation should of necessity include safeguards to assure an equitable distribution of state and Federal funds among Negro and white schools in those states having racially separate schools.

"2. The Congress should meet an emergency need by providing funds for the establishment, within the states, of programs for the compulsory educational training of men rejected by the military services on account of educational deficiency.

The Role of the States

"It is the function of the state to assure the optimum functioning of the schools within the state, and to provide the leadership in upgrading the quality of the schools.

"1. The state should consider as its first obligation that of providing a sufficient amount of money to maintain at least a minimum defensible level of educational opportunity in each school district within its borders. The state aid program should operate to distribute state funds—and Federal funds if any —equitably between rural and urban schools and between white and Negro schools. The program should include safeguards which would make impossible the present practice of spending for the education of white children funds allocated on the basis of Negro population. States which maintain separate schools for whites and Negroes should assure the equality of these schools. This would involve the equalization of the salaries of white and Negro teachers, school terms, physical facilities, transportation, and the like. The financial concern of the state should extend and include institutions of higher education and programs of adult education.

2. The state should extend the program of public instruction to include an adequate and comprehensive program of adult education. The adult education program, especially as it relates to the removal of illiteracy, should be geared to both immediate and to long term needs. Programs for the rehabilitation of men rejected by the military service for "intelligence" reasons should be established at once. The foundation of a long range program, looking toward the eradication of illiteracy and improvement of the physical, social and economic level of the population, should now be laid. Both the immediate and long-range programs should utilize the pedagogical principles and practices validated by the Army program for the salvaging of educationally deficient men.

"Basic to all of this the point of view that the ultimate goal of a program should be not simply the improvement of educational offerings, but the creation of a social order in which all persons, irrespective of class, race or geographical location may have adequate opportunity for development."

Membership Roll, 1943-1944

ERRORS AND OMISSIONS WILL BE CORRECTED GLADLY

ALAMANCE COUNTY

Burlington City Schools

J. F. Gunn School

Mr. J. F. Gunn, Miss Maggie C. Sellars, Mrs. Minnie L. Walker, Mrs. B. S. Keyes, Miss E. E. Puryear, Miss Kathleen Galloway, Miss W. O. Spellman, Mrs. J. D. Brown, Miss Evalee Evans, Miss E. N. Lively, Mrs. G. M. Whitted, Mrs. R. W. Dunlap, Mrs. F. M. Johnson, Mrs. J. V. Sharpe, Mrs. Lillian Wells Snipes.

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Alamance County Unit

(100 per cent)

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McRay School

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Byrd's School

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Woods Chapel

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Unity School

Mr. H. H. Faucette, Miss Mary J. Holt.

Morrows Grove School

Mrs. Fannie Kirk.

Ellington School

Miss Fannie B. Headen.

Rock Creek School

Mrs. Merle B. McRae, Miss Sara C. [illegible]an, Mrs. Clara C. Boyd.

ANSON COUNTY

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Cool Spring Elementary School

Mrs. Grace Smith.

Cairo Elementary School

Mrs. Era C. Young, Miss Nannie M. Thompson.

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Gorham School

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Aurora School

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Mr. B. L. Boone.

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(100 per cent)

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Lessane School

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Bladen County Unit

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Booker T. Washington High School

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(100 per cent)

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Shiloh School

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Weaverville School

Mrs. Monnie Jones.

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Leicester School

Mrs. Daisy L. Glenn.

Black Mountain School

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(100 per cent)

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Kannapolis (100 per cent)

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Logan High School
Concord (100 per cent)

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Miss Jeannette Temple, Miss Maude Yancey.

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County Group

Mr. L. Tillery, Miss Sarah Fuller.

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(100 per cent)

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Newton-Conover City Schools
(100 per cent)

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CASWELL COUNTY

Caswell County Unit
(100 per cent)

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CHATHAM COUNTY

Goldston High School

Mr. I. E. Taylor, Mr. M. B. Ray, Miss Annie J. Thompson, Miss Mary P. Torrence, Miss Lucy A. Waddell, Mrs. Nina M. Marsh, Mrs. Mozella L. McLaughlin, Mrs. Robenia T. French, Mrs. Inease T. Wicker, Miss Mary E. Last.

Horton High School
(100 per cent)

Mr. E. B. Artis, Mr. B. J. Lee, Mrs. L. C. Fisher, Mr. C. L. Powell, Miss L. C. Alston, Mr. Ernest Dark, Miss L. B. Powell, Mrs. F. L. Enzlow, Miss T. E. Groves, Mrs. O. A. Harris, Mrs. L. C. Baldwin, Miss D. L. Britt, Miss A. B. Harris, Mrs. C. E. Snipes, Miss O. M. Elliott.

Chatham County Training School

Mr. T. Siler, Principal; Miss V. P. Alston, Mrs. C. A. Council, Mrs. G. R. Dowdy, Mrs. L. M. Foust, Miss L. M. Gunter, Miss B. E. Joyner, Miss A. L. Marsh, Mrs. A. B. McCleave, Mrs. S. D. Peay, Mrs. R. H. Robinson, Mrs. A. E. Glover Spinks, Miss S. L. Marsh, Mr. E. S. Ramsey, Mr. J. D. Womble.

Chatham County Unit

Miss F. M. Baldwin, Mr. R. I. Brodie, Mrs. Hattie E. Siler, Miss Delois M. Edwards, Mr. S. Joseph Shaw, Miss Mattie B. Hooker, Miss E. Minerva Council, Mrs. C. Rives Headen, Mrs. Ethel S. Clark, Miss Lula Avant, Miss E. M. McCallum, Mrs. L. L. Foster, Mr. O. P. Foster, Mrs. Bulah Claigg, Mrs. Bertha S. Herndon, Mrs. L. M. Laster, Mrs. Louise D. Rieves.

CHOWAN COUNTY

Edenton High School

Mr. D. F. Walker, Miss T. R. McClenney, Mrs. A. B. Slade, Mrs. M. M. Tillett, Miss B. M. Capehart, Mrs. E. D. Herritage, Mrs. F. B. Badham, Miss H. M. Watson, Mrs. S. L. Reeves, Miss E. E. Foreman, Mrs. E. L. Barnes, Mr. B. F. Holley, Mrs. S. F. Wilson, Mr. B. C. Newsome, Miss F. L. Hines, Miss E. E. Spellman, Miss J. A. Knox, Mr. W. R. Slade, Mr. A. Blaine.

St. Johns School

Rev. S. N. Griffith, Mrs. Elizabeth L. Boyd, Miss Laura J. Hawkins.

CLEVELAND COUNTY

Cleveland County Unit

Miss L. S. Galbraith, Mrs. Lillian C. Green, Mrs. Ann Corry, Mrs. Agnes Spikes, Mrs. Beulah Long Thompson, Mrs. Avies Lowry, Mrs. Lillie B. Gibson, Mrs. Lois Briggs Pass, Miss Lucy B. Wood, Miss Carrie A. Means, Rev. D. P. Hartley, Mrs. Eleanor Roberts, Mrs. Sylvia R. Fouchee, Miss Ruth Turner, Miss Eva York, Miss Eleanor Arnold, Miss E. L. Harriston, Miss Dora Green, Rev. Mr. Robert Dixon, Mrs. Hattie Brooks, Mrs. Mamie G. Johnson, Mrs. Laura Burge, Mrs. Emma H. Wood, Mrs. Izetta Corry, Mr. John Corry, Mrs. Madilla Carson, Mrs. Viola G. Alexander, Miss Mattie Peeler, Miss Ruth Johnson, Mrs. Mable Ratcliff, Mrs. Sara W. McVay, Mrs. Hester W. Ward, Mrs. C. H. West, Miss Lissie Hopper, Mrs. Susie Cooper Cloud, Miss Addie Gibson, Miss H. Houston, Rev. Mr. N. J. Pass, Mrs. Florida Smith, Mrs. Bessie Pass, Mr. Riley Cabiness, Mrs. Mary Croom.

Douglas High School
(100 per cent)

Mr. A. W. Foster, Miss Lula R. Walls, Miss Gaynell Harris, Mrs. Shiela W. Gordon, Miss J. D. Battle, Mr. Z. S. Hargrave, Jr., Miss P. N. Singleton, Miss G. G. Pair, Mr. A. D. Belton, Miss A. C. Morehead, Mr. F. M. Pullen.

Camp High School
(100 per cent)

Mr. C. G. Wilson, Mrs. Esther Roberts Keaton, Mrs. E. B. Hoskins, Mrs. Marguerite N. Hargraves, Mrs. Myrtle B. McLean, Mrs. Kathleen M. Wooten, Miss Esther Nell Knuckles, Mr. William A. Morgan.

Washington High School
(100 per cent)

Mr. W. E. Ricks, Mrs. Constance Henry, Mr. Edward McNair, Mr. J. D. Kibler, Mr. J. W. Wilson, Miss Duella Webb, Mrs. H. E. Edwards, Miss Glendora Rudisill, Miss Mittie Borders.

Cleveland High School
(100 per cent)

Mr. B. D. Roberts, Miss E. A. Bridges, Miss B. B. Welborne, Mrs. M. C. Howell, Mrs. C. S. Mack, Mrs. M. K. Pass, Mrs. M. G. Foster, Mrs. L. W. Howell, Miss M. F. Ridley, Mrs. A. W. Roberts, Miss E. E. Pass, Miss N. A. Montgomery, Mrs. E. Y. Perkins, Miss L. M. Houze, Mrs. H. S. Cabiness, Mrs. F. L. Morrow, Mr. W. C. Young, Mr. W. M. Wooten.

Compact High School
(100 per cent)

Mr. L. L. Adams, Mrs. Asbury Jamerson Barber, Mr. M. L. Campbell, Mrs. Margaret Joan Falls, Mrs. Ina Virginia Cousar, Mrs. Johnsie Crawford Pharr, Mrs. Ernest Bankhead Nixon, Miss Janette C. Surratt, Miss Fannie Henderson Welbourne, Miss Esther G. West, Miss Effie Mae Rivens.

Green Bethel High School
(100 per cent)

Mr. Herbert Gidney, Mrs. M. B. Gidney, Mrs. M. B. Gidney, Mrs. E. N. Wilson, Mrs. M. S. Ball, Mrs. S. Phelps Smith, Mrs. M. H. Pogue, Miss M. Smarr, Mr. A. R. Kilgore.

COLUMBUS COUNTY

Mount Olive High School

Mr. J. E. Byers, Mr. B. T. Elliott, Mr. L. G. Muldrow, Mrs. Bernice S. Jacobs, Miss Beatrice Ruth Martin, Mrs. Louise Thompson, Miss Cynthia Ann Copeland, Miss Victoria E. Lewis, Miss Esther Owens, Miss Louise McKoy, Mrs. Mattie T. Hairston, Mrs. Georgia T. Powell, Mrs. Ethel Williams, Miss Clenora C. Hankins, Mrs. N. S. Bellamy.

Chadbourn High School

Mr. A. L. Williams, Mrs. Mary M. Fuller, Miss Myrtle I. Lennon, Miss Kathleen Powell, Miss Dorothy Lee Moore, Mrs. Mable W. Bradley, Miss Rosa L. Hurst, Miss Carrie Mae Fuller, Mrs. Willie V. Powell, Mr. W. E. Brown.

CRAVEN COUNTY

New Bern City Schools

West Street School—Duffytown School

Mr. J. T. Barber, Mrs. Mary McIver, Mrs. C. E. O'Hara, Mrs. E. Mia's Dudley, Mrs. E. M. Powell, Mrs. M. B. Lewis, Mrs. L. J. Sledge, Mrs. N. Evans, Mrs. S. J. Pickett, Mrs. W. G. Mumford, Mrs. Eva Adams, Mrs. Mary B. Perkins, Mrs. G. L. Redding, Mrs. A. F. Booker, Mrs. Mary Stryon, Mrs. M. G. Wright, Mrs. Nan Scott, Miss Lillie M. Jennings, Miss Mary E. Dent, Miss Ruth E. Trice, Miss Mary V. Haywood, Miss A. G. Scales, Miss Willie G. Cordon, Miss Mae Turner, Miss Eugenia Buchanan, Mrs. R. B. Houston, Miss I. A. White, Mrs. A. DeVane Jones, Mrs. C. R. Fisher, Mrs. B. L. Rivers, Mrs. M. D. Turner, Mrs. L. B. Smith, Mrs. M. B. Danyus, Mr. R. W. Boley, Mr. F. R. Danyus.

Newbold Training School—Dover
(100 per cent)

Mr. W. H. Watson, Mrs. M. P. Pugh, Miss H. M. Houston, Miss E. L. Frazelle, Miss M. L. Jones, Miss M. B. Cutler, Mrs. J. H. Johnson, Miss H. M. Jackson, Mrs. B. L. Williams, Mr. J. O. Daniels, Mr. S. R. Lloyd, Miss G. Best, Miss C. M. Roach, Miss M. L. Barber.

CUMBERLAND COUNTY

E. E. Smith High School
(100 per cent)

Mr. E. E. Miller, Mrs. I. C. Fowler, Miss C. L. Holden, Miss A. T. Irvine, Mr. W. E. Murphy, Mrs. A. G. O'Marsh, Mrs. M. P. Stroud, Miss M. E. Tynes, Mr. D. A. Williams, Miss W. M. Freeman.

Fayetteville State Teachers College
(100 per cent)

President J. W. Seabrook, Miss D. C. Boston, Mrs. F. B. Brown, Mr. R. D. Brown, Mrs. V. K. Cameron, Miss M. J. Chavis, Mr. J. E. Coppage, Mrs. M. E. Daniels, Miss F. P. Eaton, Mr. J. W. Freeman, Miss D. L. Hines, Mr. H. M. L. James, Mr. J. B. McRae, Mr. W. S. Maize, Miss G. L. Melchor, Miss E. L. Murphy, Mrs. H. T. Norris, Mr. J. W. Parker, Mr. L. H. Robinson, Mrs. W. T. Robinson, Mr. J. B. Scott, Mrs. M. H. Seabrook, Miss N. M. Travis, Miss I. E. Wade, Mrs. M. P. Wall.

Newbold Training School
(100 per cent)

Miss J. V. Phifer, Mrs. K. F. Barnhill, Mrs. L. M. J. Brown, Mrs. J. E. Coley, Mr. N. R. Dixon, Mrs. V. N. Haithman, Miss H. A. Hucles, Miss E. G. Jervay, Mrs. M. F. Miller, Miss E. V. McIver, Miss C. L. Smith, Miss M. A. Smith, Miss J. A. Williams.

Orange Street School
(100 per cent)

Mr. Nathaniel Royall, Miss Pearlie L. Bolles, Mrs. Malissa McN. Price, Miss Julia C. Elliott, Mrs. Beulah V. Melchor, Mrs. Ellen Royall, Mrs. Rachel W. Simpson, Mrs. Margaret B. Walker.

Edward Evans School
(100 per cent)

Miss Selina M. Melvin, Mrs. Amelia P. Avent, Miss Lessie O. Baldwin, Mrs. Madeline J. Black,

Mrs. Bertha A. Bridgers, Miss Alice T. Elliott, Mrs. Juanita C. Lewis, Mrs. Emily L. McMillan, Mr. Jerry C. Johnson, Mrs. Emilie B. Parker, Miss Frances A. Williams.

Armstrong High School
(100 per cent)

Mr. J. H. Lewis, Principal; Mrs. Mary P. Robinson, Mr. Jerry Hollingsworth, Miss Nettie P. McNeil, Miss Hilda Cheek, Mrs. Anetta L. Black, Mss. Annie B. Oldham, Mr. James B. Baird, Mrs. E. C. Walden, Mrs. Marie Hollingsworth.

Anne Chestnutt High School
(100 per cent)

Mr. E. A. Armstrong, Miss Inez Ferguson, Mrs. Mae Forney, Mrs. Addie L. Murdock, Mrs. Charlotte V. Pettiford, Mr. E. L. Pettiford, Miss I. C. Taylor, Mrs. Theresa Ware.

Cumberland County Unit
(100 per cent)

Mrs. Mae R. Williams, Mrs. D. H. Williams, Mrs. Bertha Gillis, Mrs. Henrietta Moore, Mrs. Pinkey McMillan, Mrs. Laura T. Mitchell, Mrs. Retha Manly, Miss Lena Wood, Mrs. Laura H. Williams, Mrs. Juanita Drake, Mrs. Alvenia Sullivan, Mrs. Sullie J. Thigpen, Mrs. Pearl German, Mrs. Margaret McKoy, Miss Eva Slater, Mrs. Chlorina Herring, Mrs. Lorena G. Coppage, Mrs. Ethel DeVane, Mrs. Carrie L. Simon, Mrs. Eunice Sherman, Mrs. Van S. Barnes, Mr. J. W. Bowser, Mrs. Christine Smith, Mrs. Thelma Avent, Mrs. Katie Webb, Miss Louise Lockamy, Miss Loucretia Williams, Miss Annie M. Evans, Miss Mattie M. Andrews, Miss Velma McNatt, Miss Leola Smith, Mrs. Gertie Wilds, Miss Sara Chestnutt, Miss Susie Evans, Miss Minnie McLaughlin, Mr. Roscoe C. Simmons, Mrs. Emily Perry, Mrs. Mary R. Bailey, Mr. Wm. R. McGuire, Mrs. Nannie Gill, Mr. E. P. McMillan, Mrs. Dorothy M. Murphy, Miss Annie L. Westbrook, Mrs. Carrie G. Lamb, Mr. Fuller E. Williams, Mrs. Louretta Wood, Mrs. Eliza M. Ray, Mrs. Marion H. Mancini, Mrs. Ella Smith, Miss Mary A. McMillan, Mrs. Irene Montague, Mrs. Eugenia Scott, Mrs. A. C. Waddell, Mrs. Nettie McDonald, Miss Corena Brewington, Miss Anna McMillan, Mrs. Bertha Stephens, Mrs. E. W. Maize, Miss Eldria King, Miss Irene Jordan, Mrs. Naomi Humphrey, Mrs. Ruth Long, Mrs. Meta Evans, Mrs. Mittie Clark, Miss Ethelind Smith, Mr. J. Franklin Drake, Mrs. Fannie Montague, Mrs. Magoba Adams, Mrs. Ernestine Smith, Mrs. Ethel Raiford, Mrs. Janie G. Bugg, Miss Gladys Treadwell, Mrs. Nellie M. Stewart, Mrs. Lucille F. Ray.

CURRITUCK COUNTY

Currituck County Unit

Mrs. Almeta D. Hare, Miss Estelle Diggs, Mrs. Elizabeth C. Jordan, Mrs. Judy P. Johnson, Mrs. Merle S. Turner, Mrs. Ruth G. Mullen, Mrs. Myrtle S. Felton, Mrs. Madieth H. Williams, Mr. Sherman G. Williams, Miss Cleopatra J. Wilson, Mrs. Alice B. Brown, Supervisor.

DAVIDSON COUNTY

Dunbar High School, Lexington
(100 per cent)

Mr. A. B. Bingham, Mr. W. L. Miller, Mr. Don A. Wooten, Mr. C. A. McCullough, Miss Marian Ferrell, Miss Jamie A. Griffin, Miss Clara M. Conway, Miss Frances F. Hargrave, Miss Gertrude H. Mabry, Miss Ida A. Mabry, Miss Hildred J. Moore, Mrs. Lucille B. Bingham, Mrs. Julia V. Bitting, Mrs. Rosa H. Ellis, Mrs. Helen O. Sherrill, Mrs. Beatrice P. Reid, Mrs. Mary L. Young.

Davidson County Unit

Church Street School, Thomasville

Mr. E. L. Peterson, Mrs. K. G. Sullivan, Mr. H. G. Sullivan, Miss E. J. Wilmere.

Midway School

Rev. H. N. Sullivan, Miss Alice Brindle, Mrs. M. I. Muldrow.

Southmont School

Miss Mayme Sullivan.

Petersville School

Miss Frances Farrington, Miss W. F. Dixon.

Reedy Creek School

Mrs. Nellie Roan.

Union Chapel School

Mrs. A. T. Evans, Mrs. J. M. Miller.

DAVIE COUNTY

Davie County Unit

Mrs. Daisy Belle Burke, Mrs. Mary S. Davis, Mrs. Mamie Krider, Mrs. Pauline B. Morton, Mr. Booker T. Wilson, Mrs. L. S. Hairston, Miss Jimmie Lou Tabor.

DUPLIN COUNTY

Duplin County Unit

Mrs. Mamie L. Turner, Mr. R. A. Merritt, Miss Myldred Smith, Mr. C. G. McKoy, Mrs. W. N. McKoy, Mrs. Rossie Blackmore, Miss Annie M. Kenion, Miss Loretha Middleton, Mrs. Marie A. Monk, Mrs. Fannie E. Smith, Mrs. Dora L. Branch, Miss Lillie B. Hall, Mrs. Pummie L. Graham, Mrs. Sudie Stackhouse, Mrs. Maggie L. James, Rev. M. S. Branch, Mr. C. M. Thomas, Mrs. Frances Lennon, Mrs. I. M. Branch, Miss B. L. Beaty, Mr. W. E. Smith, Mrs. Annie J. Wells, Miss Nettie G. Casper, Miss Erma Poole, Miss Thelma Faison, Mrs. Mary E. Smith, Miss Nesfield Wright, Mrs. O. Thornia S. Hill, Mrs. Veressa Williams, Mr. J. F. Normile, Mrs. Jessie M. Normile, Mrs. Madeline Young, Mrs. Mary J. Chalmers, Mrs. Effie U. Everette, Mrs. Laura B. Ware, Miss Cornelia Best, Miss Naomi Armwood, Miss Daisy Brinson, Mrs. Hattie Royal, Miss Lillian B. Newby, Mrs. C. A. Boney, Mrs. Tabitha Stephens, Mrs. Beatrice Brewington, Mrs. Lucy C. W. Manley, Miss Lillian B. Frederick, Mr. Ernest Ware, Mrs. M. J. Branch, Miss Florence E. Everette, Miss Evelyn Hinery, Mrs. Mollie E. Smith, Mrs. Beulah M. Moore, Mrs. Juanita T. Brown, Miss Sallie L. Kornegay, Miss Mary L. Moore, Mrs. Janie Sykes, Mrs. Lola Baggie.

Mr. W. N. Howard, Mrs. D. W. Trugerls, Mrs. Lillian D. Pearsall, Mrs. Evelyn Byrd, Mr. A. O. Williams, Mrs. Gertrude R. Wright, Mrs. Mammie W. Smith, Mrs. Sudie C. Murfree, Miss Dona V. Hall, Mr. C. W. Dobbins, Miss Visel Savage, Miss Mattie L. Blackmore, Mr. Charles Chalmers, Miss Jettie V. Summersett, Mr. Alpha L. Thompson, Mrs. J. B. McGowan, Mrs. Mattie N. Pierce, Mrs. Catherine Glosson, Mrs. Frances Larkins, Mrs. Flossie K. Williams, Mrs. Edna W. Robinson, Mrs. Annie McCann, Mrs. Allie L. Newkirk, Mrs. E. M. Boney, Mr. W. T. Johnson, Miss Ethel Harris, Mr. J. C. Walters, Mr. Corrie B. Batts, Miss Othel Faison, Mrs. Beulah B. Larkins, Mr. L. D. Miller, Mrs. Lillian D. Johnson, Miss Hattie C. Dobbins, Mr. R. H. Smith, Mrs. Juanita Boney, Mrs. Narcissus Wells, Mrs. T. H. Murray, Mr. Ozie M. Best, Mrs. D. L. Frazier, Mrs. Lucile R. Williams, Mr. J. H. Draughon, Miss Mollie Cooper, Mrs. Irene A. Williams, Mrs. Lena M. Branch, Mr. James Williams, Miss Hazel Maddocks, Miss Ethel B. Davis, Mrs. J. W. Harrison, Mrs. Mary D. Stanford, Mrs. E. M. Larkins, Mrs. Lillie M. Farrior, Mrs. Bertha B. Kornegay, Mrs. Mary L. A. Thompson.

DURHAM COUNTY

North Carolina College For Negroes

Dr. J. E. Shepard, Miss V. A. Brooks, Miss D. S. Dent, Mrs. C. R. Edwards, Mrs. J. W. Harris, Dr. E. M. Manassee, Mrs. C. S. Reid, Miss R. G. Rush, Dr. A. L. Turner, Mr. C. T. Willis, Mr. James T. Taylor, Mr. B. C. Turner, Mr. C. C. Amey, Mrs. C. R. Davis, Miss C. J. Dickerson, Miss R. E. Gillum, Mr. C. L. Holmes, Miss P. F. Newton, Dr. W. H. Robinson, Dr. L. R. Swift, Miss P. R. Watson, Mrs. G. C. Woodson, Mr. D. E. Moore, Mrs. F. M. Eagleson, Mrs. D. S. Manley, Mr. J. N. Hughley, Dr. J. H. Taylor, Dr. W. E. Farrison, Mr. C. E. Boulware, Dr. L. H. Knox.

Dr. S. G. Wright, W. B. Crooks.

East End School

Mr. F. D. Marshall, Miss W. R. Blue, Mr. W. L. Bradsher, Mrs. M. H. Brewington, Mrs. E. R. French, Mrs. I. M. Harden, Mrs. R. D. Holloway, Miss E. D. Leathers, Miss J. E. Lewis, Mrs. A. W. Mayer, Miss B. B. Meadows, Mrs. M. G. Nance, Mrs. P. W. Payne, Mrs. C. C. Pemberton, Miss E. F. Perry, Mrs. E. H. Plummer, Mr. F. G. Sewell, Mrs. P. B. Watkins.

James A. Whitted School
(100 per cent)

Mr. T. A. Parker, Mrs. Marion W. Alston, Mrs. Nellie L. Baldwin, Mrs. Ethel T. Bradshaw, Mrs. Ida H. Bryant, Mr. Adolph Coward, Mr. John H. Gattis, Mrs. Minnie W. Gilmer, Mrs. Lucile J. Hancock, Mrs. Bernice W. Jones, Mrs. Harriett S. Kenny, Mrs. Ethel H. Marshal, Mrs. Grace C. Massey, Mrs. Adella W. Morris, Mrs. Mary L. Newby, Miss Sarah J. Pratt, Miss Gladys M. Roberson, Mrs. Fannie G. Robinson, Miss Hortense Wilson, Miss Constance Young.

Hillside Park High School

Mr. Wm. M. McElrath, Miss T. H. Claggett, Miss J. M. Diggs, Mrs. M. S. Dooms, Mr. W. M. Grandy, Mrs. E. R. Herndon, Mr. M. W. Hill, Miss M. T. Holman, Miss V. L. Jones, Mrs. F. J. Holmes, Mrs. N. McL. Jones, Mrs. J. B. McLester, Mr. C. G. Mabry, Mr. E. W. Midgette, Mrs. A. S. Mitchell, Mrs. R. N. Moore, Mr. A. B. Massey, Mr. N. R. Nance, Mr. T. A. Parker, Mr. J. E. Peele, Miss R. B. Pratt, Mrs. R. F. Ransom, Mrs. D. V. Reaves, Miss G. W. Richardson, Miss M. P. Sharpe, Mrs. M. B. Spaulding, Mrs. K. C. Thomas, Mrs. G. L. Thompson, Mrs. M. P. Turner, Mrs. M. H. Wilson, Mrs. G. A. Winslow.

Hickstown School
(100 per cent)

Reverend J. Lee White, Mrs. Rosetta B. Webb, Mrs. Martha Williams, Mrs. Madge T. Hargraves.

Burton School
(100 per cent)

Mr. F. G. Burnette, Mr. E. E. Cannady, Miss Annie M. Dunigan, Mrs. Elizabeth B. Pratt, Mrs. Loris S. Ray, Miss Sue L. Warren, Mrs. Mabel Watson, Mrs. Georgia D. Whitted.

Pearson Elementary School
(100 per cent)

Mr. N. A. Cheek, Mrs. C. T. Davidson, Mrs. N. G. Cooper, Mrs. M. O. Lee, Miss J. C. Lynch, Mrs. N. W. Thorpe, Miss J. F. Durham, Miss L. A. Royster, Mrs. A. M. Pearson, Mrs. E. W. Turner, Mrs. P. H. Parker, Mrs. M. E. Trice, Mrs. M. W. Saunders, Mrs. F. Liverpool, Mrs. B. A. Reaves, Mrs. B. S. Bailey, Miss M. Stephens, Miss B. L. McKelvey, Mrs. B. S. White, Mrs. N. L. Johnson, Mrs. G. R. Cheek, Mrs. M. W. Amey, Mrs. P. H. Cordice, Mrs. D. M. Norris, Mrs. J. H. Wheeler, Mrs. A. Kirby, Mrs. E. R. Hubbard, Mrs. E. W. Butler, Mrs. E. I. Morrison, Miss S. H. Cannady, Mr. H. M. Whitted, Mrs. A. W. Payne, Miss B. K. Foster, Mrs. S. Escoffrey, Miss H. M. Jenkins.

Lyon Park School
(100 per cent)

Mr. L. M. Schooler, Mrs. Rosa D. Artis, Miss M. E. Cotten, Mrs. Pauline F. Dame, Miss Marie Faulk, Miss Ruby B. Grissom, Mr. H. A. Hill, Mrs. Carlotta R. Holmes, Mrs. E. L. Kennedy, Mrs. Bessie E. McLaurin, Mrs. Grace L. Smith, Miss M. L. Stephens, Mrs. Camille S. Stroud.

Walltown School
(100 per cent)

Mrs. Cora T. Russell, Miss G. V. Green, Miss E. B. Hicks, Mrs. L. S. Jackson, Miss C. M. Russell, Mrs. L. F. Wray.

Durham County Unit

Mr. T. Rudolph Webber, Mrs. M. W. Evans, Mrs. Margaret C. Allen, Mrs. Stella Austin, Atwater, Mrs. Dora, Mrs. Garland Bass, Mr. William Battle, Mrs. Rosa B. Branch, Mrs. Isadore Brennan, Mrs. Essie M. Curry, Mrs. Frances D. Curry, Miss Jocebed Christmas, Mr. John Davidson, Mrs. Gladys Dawkins, Mrs. Mamie Dawson, Mrs. Essel Dunlap, Mrs. Minerva Evans, Mrs. Virginia L. Eason, Mrs. Addie Gatewood Mrs. Pearl L. George, Miss Celeste Harris, Mrs. Sallie Harris, Mrs. Gertrude Hankins, Mrs. Earl F. Hill, Miss Johnetta Holloway, Mrs. Nonnie Johnson, Mrs. Lenora Jeffreys, Mrs. Lucille King, Mr. John Malloy, Mrs. Marie Moffitt, Mr. James Moffitt, Mrs. Gladys McNeil, Mrs. C. B. Nixon, Mrs. Laura Parker, Mrs. Louvenia M. Parker, Miss Lillie Rogers, Mrs. Augusta Rogers, Mrs. Gladys Rhodes, Mrs. Maud T. Sowell, Mrs. Annie Lyons Smith, Mrs. Leona Smith, Mrs. Lola Solice, Mrs. Pearlie Swann, Mrs. Gertrude Taylor, Mrs. Sarah D. Thompson, Mrs. Lorene Thorpe, Mrs. Madge Thompson, Mrs. Marian Warren, Mrs. Helen Whitted.

EDGECOMBE-NASH COUNTIES

Rocky Mount City Schools
(100 per cent)

O. R. Pope School
(100 per cent)

Miss Minnie Ruth Lawrence, Miss Gladys Merritt, Mrs. Gladys White, Mrs. Lucy Pridger, Mrs. Martha B. Townsend, Mrs. Ila Kay Bellamy, Mrs. Susie A. Hagans, Mrs. Sarah Leonard, Mrs. Addie Grant, Mrs. Annie Gaynor, Mrs. Annie W. Bottle, Mrs. Mattie Bowen, Mrs. Theresa Pittman, Miss Elizabeth Pittman, Mrs. Mary Backus, Mr. W. G. Byers.

Booker T. Washington High School
(100 per cent)

Mr. O. R. Pope, Mr. Randolph Armstrong, Mrs. B. E. Underwood, Mr. J. A. B. Hubbard, Mrs. E. R. Tweedy, Miss O. A. Davis, Mrs. E. R. Hawkins, Miss Ethel Wyche, Miss A. E. Brown, Mr. W. R. Tweedy, Mrs. E. B. Davis, Mrs. Dorothy Horne, Miss L. P. Turner, Mrs. W. L. Lassiter, Miss T. L. Robinson, Mr. G. Edward Pash, Miss P. L. Whitley.

Annie W. Holland School
(100 per cent)

Mr. Boyd L. Ancrum, Mrs. L. Y. Brown, Mrs. L. W. Cradle, Mrs. L. B. Davis, Mrs. L. R. Daves, Mrs. L. Smith Pittman, Miss M. C. Porter, Mrs. L. Wells Reeves, Mrs. C. V. Riggsbee, Miss H. C. Vincent, Mrs. Mabel Coote Williams, Mrs. Mary R. Wimberly, Mrs. J. P. Wright, Mrs. L. P. Thigpen.

The Lincoln School
(100 per cent)

Mr. Charles T. Edwards, Mrs. E. B. Allen, Mrs. A. B. Armstrong, Mrs. C. A. Battle, Miss P. L. Brown, Mr. A. H. Bryant, Mrs. N. W. Drake, Miss A. K. Flournoy, Miss M. F. Lane, Miss E. M. Lucas, Mrs. C. F. Morgan, Miss V. O. Murry, Mrs. A. W. Neville, Miss R. L. Perry, Mrs. H. C. Redding, Miss F. L. Taylor, Mrs. G. P. Walker, Miss I. B. Westry.

EDGECOMBE COUNTY

Bricks Tri County High School

Mr. J. W. Wiley, Miss V. L. Perry, Mrs. M. P. Boddie, Mrs. J. I. Gordon, Miss D. B. Hammonds, Miss H. Adams, Mr. N. E. Rice, Mrs. Georgia P. Wiley, Miss Lina Bomens, Miss Mary Reid.

Tarboro Colored High School
Princeville School
(100 per cent)

Mr. W. A. Pattillo, Miss Lois M. McNeill, Miss Mable V. Weaver, Mrs. Helen T. Parker, Miss S. E. Mattheson, Mr. Nolan Little, Mr. Frank A. Matthewson, Mrs. B. G. Burnett, Miss Laura R. Hammonds, Mrs. Emma O. Jones, Miss Fannie O. Bridgers, Mrs. Reba M. Little, Mrs. S. Jeannette Pattillo, Miss C. M. Anthony, Mrs. Lulalia S. Lewis, Mrs. J. M. Pettaway, Mrs. Mable J. Brown, Miss Helen A. Walton, Mrs. Mamie F. Forrest, Mrs. Corine C. Lassiter, Miss Ruby A. Graves, Mrs. Mary P. Williams, Mrs. Lucy M. Dunn, Miss Eula M. Bryan, Mrs. Ella W. James, Mrs. Nannie W. Bryant, Mrs. Pearl W. Bennett, Mrs. Willie F. Jones, Mrs. Ruth M. Meekins, Mrs. M. G. Woodley.

Edgecombe County Unit

Miss Ruth Kornegay, Mrs. Effie G. Batts, Mrs. M. M. Weston.

Miss P. E. Perry, Mr. D. B. Gilliam, Mrs. Maude B. Hilliard, Mis Hancie Scales, Miss Naomi Newby, Miss Winnie E. Joyner, Mr. C. M. Carraway, Mr. Richard H. Pitts.

FORSYTH COUNTY

Carver High School

Mr. E. E. Hill, Mrs. G. H. Ashley, Mrs. Edythe Williams, Mrs. Geneva H. Fitch, Mrs. R. M. Rosemond, Mr. Herman E. Scales, Mrs. Hayt L. Cable, Mr. Charles S. Green, Mr. E. E. Balsley, Mr. Thomas E. Jordan.

Winston-Salem Teachers College

Mr. F. L. Atkins, President; Mrs. Martha S. Atkins, Mr. J. Alston Atkins, Mrs. Daisy L. Paisley, Miss Florence T. Butler, Dr. L. E. Boyd, Mr. T. J. Brown, Mr. H. L. Clark, Mr. J. P. Diggs, Miss Rachel E. Diggs, Mr. J. Randolph Fisher, Miss Gertrude E. Gravely, Mr. M. M. Hauser, Mrs. Fannie S. Holmes, Miss Elva V. James, Mr. G. L. Johnson, Mrs. Hortense T. Jones, Mr. C. J. Parker, Dr. John Milton Smith, Miss Thelma L. Spaulding, Miss Martha L. Splawn, Miss Remitha M. Spurlock, Mr. A. I. Terrell, Mrs. Lucille G. Terrell, Miss Louise B. Terry, Mr. H. K. Wilson, Mr. J. H. Wortham.

Winston-Salem City Schools
Atkins High School
(100 per cent)

Mr. J. A. Carter, Miss Elizabeth Alleyne, Miss Katherine Ardrey, Miss Catherine Barnes, Miss Marguerite Brower, Mrs. Lillian Cox, Miss Ophelia Durham, Miss Corrine Frazier, Mrs. Rosetta Hauser, Mrs. Mary Hauser, Miss Effie Herritage, Mr. Demby Hobson, Miss Mary Hoover, Mrs. Medora Hill, Miss Appye Hurt, Mr. Calvert Jeffers, Miss Inez Jones, Miss Edna Lanier, Miss Theresa Lee, Mr. C. C. Lassiter, Mr. Jesse McDonald, Miss Althea Morton, Miss Elaine Pattis, Mrs. Naomi Pierce, Mr. T. F. Poag, Miss Margaret Rogers, Mrs. Curtis Scales, Miss Ethel Stith, Mrs. Margaret Stephens, Miss Birdie Vaughn, Mr. T. D. West, Mr. E. F. Wilson, Mr. C. G. Winston, Mrs. Lois Woodland, Miss Fredericka Young, Mr. Lawrence Gray, Mr. Clarence Sawyer, Mr. Jonas Coles, Mr. T. H. Hooper, Jr., Mr. S. J. Baker.

Woodland Avenue School
(100 per cent)

Mrs. R. S. Hayes, Mrs. E. E. Bingham, Miss E. L. Burrell, Miss E. F. Cash, Mrs. M. C. Haith, Miss E. H. Hayes, Miss A. P. Hight, Miss L. L. Hooper, Miss O. C. Howell, Mrs. N. L. Lewis, Mrs. M. K. McCurry, Mrs. M. L. Pitts, Miss H. E. Powers, Mrs. B. G. Robinson, Mrs. N. L. Taylor, Mrs. G. B. Tonkins, Miss L. C. Wesly, Mrs. M. O. Wright.

Columbia Heights Elementary School
(100 per cent)

Mr. A. B. Reynolds, Mrs. W. P. Bridgett, Miss E. L. Carter, Miss A. M. Cooke, Miss M. L. Dixon, Mrs. I. B. Ellis, Mrs. E. D. Fitch, Miss N. C. Foster, Mr. L. B. Greene, Miss F. B. Hairston, Miss L. C. Hairston, Miss D. C. Hayes, Miss M. B. Lancaster, Mr. J. O. Lowery, Miss E. M. Neal, Miss P. A. Neal, Miss C. L. Owens, Miss M. N. Shaw, Miss N. E. Sitgraves, Mrs. E. G. Simpson, Mrs. D. H. Venable, Miss E. L. Wentz, Mrs. E. S. Williams.

Kimberley Park School
(100 per cent)

Mr. A. H. Anderson, Mrs. L. M. Anderson, Mrs. V. T. Banks, Miss E. D. Brown, Mrs. M. S. Burns, Mrs. S. H. Claybon, Mrs. L. Compton, Mrs. G. S. Crawford, Mrs. V. T. Cromwell, Miss O. Ford, Miss H. C. Gray, Miss E. D. Greene, Mrs. R. S. Harris, Mr. L. A. Cook, Miss A. R. Hendricks, Mrs. S. V. Hodge, Miss H. Holland, Mrs. D. H. Banks, Miss M. L. Lewis, Mrs. R. B. Lewis, Mrs. V. C. McLean, Mr. L. E. Patterson, Mrs. D. O. Penn, Miss R. L. Peoples, Miss M. B. Pitts, Mr. W. E. Pitts, Mrs. S. W. Powell, Miss E. M. Ransom, Mrs. E. C. Revels, Miss A. E. Stezer, Miss L. C. Sheffey, Mrs. B. P. Spainhour, Miss S. M. Speight, Mrs. W. Y. Truesdale, Miss M. Truesdale, Miss B. Watts, Mrs. M. L. Wooten, Mr. A. H. Anderson.

Columbia Heights Primary School
(100 per cent)

Mrs. Lillian B. Williams, Miss Mabel Allen, Mrs. Eloise Dillahunt, Miss Edmonia Duffy, Miss Erma Jones, Mrs. Willie Kennedy, Miss Maria Lewis, Mrs. Belle D. McCorkle, Mrs. Sara S. Oliver, Mrs. Irene Pannell, Mrs. Vera P. Sadler, Miss Evelyn Spencer, Miss Sarah Thigpen, Mrs. Lottie G. Wilkins, Miss Lauramer Williams.

Fourteenth Street School
(100 per cent)

Mr. J. D. Ashley, Mrs. Viola L. Haysbert, Mrs. Josie W. Simons, Miss Viola M. McKnight, Mrs. Essie Donoho, Mr. Ackneil Muldrow, Mr. Uriah H. Carr, Mrs. Nannie S. Johnson, Mrs. Essie S. Brown, Miss Hazelle E. Ransom, Miss Minnie E. Patterson, Mrs. Augusta T. Jeffers, Mrs. Edith S. Hammond, Miss Janie L. Adams, Mrs. Eleanor G. Hall, Miss Zetta K. Gabriel, Miss Doris J. Jenkins, Miss Alvia Wilson, Mrs. Arneize Ramseur, Mrs. Agnes M. Lee, Miss Glennie Miller, Miss Ida Mauney, Mrs. Esther B. Fountain, Miss Elizabeth Duncan, Miss Curlie L. Walls, Miss Helen Holt, Miss Novella Murrell, Mrs. Ella D. Haith, Miss Mamie B. Faithful, Mrs. Evelyn C. West, Miss Myra Roseman, Miss Rose O'Kelly, Miss Inez DeVane, Mrs. Ella S. Jones, Mrs. Esther Lassiter, Miss Piccola, Mrs. Lizette Staplefoote, Mrs. Hazel Garrett, Mrs. Sallie Lash Simms, Mrs. Juanita E. Penn, Mrs. Willia H. Michael, Mrs. Gladys Cradle, Mrs. Mary L. Jeffreys, Mrs. Bessie H. Allen, Miss Nannie Mae Erwin, Miss Irma L. Banks, Mr. J. Walter German.

Miss Ruth Smith, Miss Dollie Patterson.

FRANKLIN COUNTY

Franklin County Training School
and District
(100 per cent)

Mr. C. A. Harris, Miss M. M. Campbell, Miss S. E. Yarborough, Miss Marthalia Stephenson, Miss Lucy S. Bradshaw, Miss Mary L. Hill, Miss Readie R. Harris, Mrs. M. B. Payton, Mrs. L. E. Dunn, Mrs. Emily F. Johnson, Mrs. Lucy S. Yarborough, Miss C. N. Alston, Miss O. L. Yarborough, Rev. A. G. Coley, Mr. T. E. Conway, Mrs. C. C. Conway, Mrs. Mary L. P. Johnson, Mrs. M. E. Leonard.

Franklinton Schools
(100 per cent)

Rev. J. P. Mangrum, Mrs. Mattie H. McCrimmon, Rev. H. T. McFadden, Mrs. Q. E. D. Hawkins, Mrs. R. P. Wright, Mr. R. J. Campbell, Mrs. Carrie S. Hawkins, Mrs. H. Sills Jenkins, Mrs. Elsie B. Harris, Rev. T. J. Young, Mr. Melville Person, Mrs. Ora Lee Person, Mrs. Daisy V. Long, Mrs. Annie M. Campbell, Mrs. Novella Alston, Mrs. Maude T. McFadden, Mrs. Novella H. Reid, Mrs. Hattie B. Cooke, Mrs. Addie W. King, Mrs. Eleanor R. Greene, Mrs. Burretta L. Mangrum, Miss Alberta O. Haywood, Mrs. Brucie H. Greene.

Gethsemane High School
(100 per cent)

Mr. Reuben M. Darden, Mr. S. L. Suitt, Mrs. V. N. Price, Mrs. G. H. Rogers, Miss S. I. Mitchell, Miss B. R. Brewington, Miss Q. E. Hester, Miss M. E. Merritt, Mrs. Novella Crudup.

Youngsville District

Mrs. V. H. Hicks, Miss Geneva A. Perry, Mrs. Annie L. B. Holden, Miss Alyce Taylor, Mrs. Marie S. Moore, Mrs. A. J. Hamlin, Mrs. Queen E. Daye, Mr. J. F. Gibson.

District No. Four

Mr. Zollie F. Hill, Miss Athlee M. White, Mrs. Edythe Rance Harris, Mrs. Annie C. R. Green, Mrs. F. F. Coley, Mr. Burnalle J. Hayes, Mrs. Dora Anderson, Mrs. Carrie B. Young, Miss Ruth C. Burt.

Franklin County Group

Mrs. A. B. Harris, Mr. J. E. Kearney, Miss Martha L. Foster, Mrs. Elizabeth Harris Sutton, Mr. Arthur Williams, Rev. E. L. Brodie, Miss Ethlene McKnight, Mrs. Gertie Alston Jones, Miss Mayme J. Hawkins, Mrs. Mary J. Forte.

Mr. F. B. Holt, Mrs. Sudie Woodard, Mrs. Cleora Martin.

Perry's School

Mr. J. Emanuel Wilson, Mrs. Sadie M. Suitt, Mrs. Bertha D. Wilson, Mrs. Chlora E. Holt, Mrs. Pearl McIver Powers, Rev. Thomas M. Alston.

Little Mill School

Mrs. Ellen S. Alston, Mrs. Priscilla M. Alston, Mrs. Mary G. Livingston.

Mount Grove School

Miss Susie B. Rodwell.

Nib Thomas School

Mrs. Sarah J. Davis.

Hayes School

Mrs. Sallie L. Rodwell.

Oak Ridge School

Miss Alla J. Jones.

GASTON COUNTY

Cherryville Schools
John Chavis High School
(100 per cent)

Mr. W. H. Green, Mrs. D. M. Smith, Mrs. C. B. Byers, Mrs. M. B. Hairston, Mrs. M. L. Wray, Miss E. E. Simpson, Mrs. B. L. Bowser, Mr. W. E. Bess, Mrs. E. R. Fleming, Mr. W. B. Howell, Mr. S. C. M. McCorkle.

Gastonia City Schools
(100 per cent)
Highland High School

Mr. T. Jeffers, Miss Ruth E. Adams, Mrs. Ruth J. Benson, Mrs. Velma J. Blair, Miss Wilhelmina J. Brown, Miss Sarah E. Costner, Mrs. Eva L. Davis, Miss Mary L. Dendy, Mrs. Carnella H. Dunn, Mr. Eugene L. Dunn, Mrs. Gladys E. Costner, Miss Florence C. Floyd, Mrs. Florence T. Fonville, Mr. Charlton H. Hamilton, Mrs. Drewella G. McCallum, Mr. George W. Miller, Mr. Jerome H. Oxner, Miss Virginia F. Patterson, Mrs. Janet P. Pompey, Miss Annie L. Potts, Mrs. Bette B. Preer, Miss E. Myrtle Pryor, Mrs. Marie E. Thompson, Mr. Jefferson R. Robinson, Mrs. Cleo B. Rozzell, Miss Phyllis A. Shelton, Mr. Robert L. Schooler, Mrs. Lucia F. Taylor, Miss Annie D. Wellman, Mrs. Blanche P. Williams.

Lincoln Academy
(100 per cent)

Mr. E. D. Wilson, Mrs. Lucille Morgan, Mrs. Edna Draughon, Mrs. Grace Johns, Mrs. Dorothy Webber, Mrs. Jimmie Lash, Mrs. Margaret Wilson, Miss Mary E. Owen, Miss Mary Jamison, Mr. L. D. McClennon, Mr. Curtis McDowell, Miss Fannie McNair, Mr. Edward Draughon, Mrs. Pearl Medford.

Dallas School
(100 per cent)

Mrs. J. B. Adams, Mrs. C. C. Vinning, Mrs. Lula H. Montgomery, Miss S. E. Costner, Miss Elizabeth Mills.

Sinai School

Mrs. Mable A. Boyce, Mrs. Maude M. Jeffers.

Springfield School

Mrs. Verna Humphrey, Mrs. Hazel Barber, Miss Virgie Cousar.

Pleasant Ridge School

Mr. Rex H. Wellmon, Mrs. D. A. Spencer, Mrs. Lavaughn F. Gingles, Mrs. Louise O. Wellmon

Jackson Knob School

Miss Edith Parker, Mrs. Lillian Crawford.

Lowell School

Mr. A. J. McKoy, Mrs. Isabel Wilkins.

Beaver Dam School

Mrs. Odessa Boulware, Mrs. Mary Foxx.

Mt. Holly School

Mrs. Ovella Scott.

Stewart Elementary School

Mr. J. R. Henry, Mrs. Irene Lineberger, Mrs. Melissa Mauney, Miss Mildred Nelson, Miss Thelma R. Sommersette, Mrs. Jeannette Wilson Crawford, Mrs. Isabel Mauney.

GATES COUNTY

Gates County Training School
(100 per cent)

Mr. T. S. Cooper, Mrs. Inez B. Williams, Mrs. Nollie M. Mitchell, Mr. W. A. McMillan, Miss Martha Q. Briggs, Miss Minnie Louise Parker,

Mrs. H. G. Spellman, Mrs. Lillie M. Smith, Mrs. R. A. Cooper, Mr. C. M. Sawyer, Miss G. B. Rogers, Mr. R. S. Cooper, Miss Martha J. Long.

Gates County Group

Rev. H. L. Mitchell, Mr. W. N. Douglas.

GRANVILLE COUNTY

Oxford City Schools

Orange Street Graded School

Rev. J. W. Hall, Mrs. Nora D. Hicks, Mrs. B. B. Green, Mrs. Bessie C. Ransom, Mrs. E. C. Anderson, Mrs. G. R. Greene, Mrs. Ruth H. Payne.

Colored Orphanage School
(100 per cent)

Mrs. L. G. Smith, Mrs. L. J. Cheatham, Mrs. E. G. Cousins, Mrs. R. M. Cousins, Mrs. Catherine H. McGhee, Mrs. Beecher G. Williamson, Mrs. Mamie T. Geer, Miss Cornelia T. Greene.

Mary Potter School
(100 per cent)

Dr. H. S. Davis, Miss Vera E. Slade, Miss Florence L. Williams, Mr. R. A. Lewis, Mr. G. R. King, Mrs. J. J. Yancey, Miss A. M. Cooke, Miss G. A. Toney, Mrs. Mary S. Fitzgerald, Miss Dorothy G. Byrd, Miss D. E. Peace, Miss M. A. Hargrove, Mrs. E. P. Kearns, Mrs. H. S. Davis, Mr. H. E. Gore.

Creedmoor Colored High School
(100 per cent)

Mr. G. C. Hawley, Mr. John J. Eisbey, Mrs. Tate, Mrs. L. S. Hedgepeth, Mrs. Jackson, Mrs. A. S. King, Mrs. G. Gore, Miss V. Williams, Miss V. L. McAden, Miss N. Burwell, Miss H. Moore, Miss M. Bryant, Miss I. Hicks.

Granville County Unit

Miss Christine Shuford, Mr. Warner Cannady, Miss Hattie Hester, Mrs. Mollie Chavis, Miss Nancey Mayes, Mrs. Mary W. Grant, Mrs. Ruth A. Davis, Mrs. Lucretia Harris, Miss Nannie Wilson, Miss Dora Scott, Mrs. Hattie B. Rogers, Miss Maylor Oakley, Mr. William Baptiste, Mrs. Cornelia Hunt, Miss Dorothy Joyner, Mr. Charles E. Gregory, Mrs. Rosetta Mason, Mrs. Pearl Tilley, Miss Lethia Jones, Mrs. M. B. Williams, Mrs. Rachel Blackwell, Mrs. Eva Young.

GREENE COUNTY

Greene County Training School

Mr. L. H. Smith, Jr., Mrs. H. T. Joyner, Mrs. M. K. Dudley, Mrs. C. Johnson, Mrs. R. Edwards, Mrs. R. Baxter Davis, Mrs. G. S. DeVane, Mrs. M. E. Suggs, Mrs. M. I. Burge, Mrs. K. D. Smith, Miss V. Holland, Miss R. L. Suggs, Miss W. D. Carroll.

Greene County Group

Mr. G. W. Joyner, Miss Jessie Mae Cobbs, Mrs. Irey Chestnut, Miss Viola Welch, Mrs. Flossie Holley, Mr. H. P. Holley.

GUILFORD COUNTY

Greensboro City Schools

Mr. J. A. Tarpley, Mrs. N. D. Arnette, Mrs. A. D. Bailey, Mrs. P. G. Bradley, Mr. V. H. Chavis, Mrs. N. A. Coley, Mrs. H. J. Collette, Mr. B. A. Collier, Miss M. A. Colson, Mrs. R. L. Davis, Mrs. J. J. Goldsborough, Mr. W. A. Goldsborough, Miss F. K. Gordon, Mrs. B. T. Grant, Miss C. M. Haith, Mrs. M. E. Hill, Mrs. E. D. Holloman, Mrs. L. L. Humphrey, Mr. T. E. Humphrey, Mrs. F. W. Kenney, Mr. B. L. King, Mrs. D. S. Lynk, Mr. N. V. Macomson, Mrs. W. M. McLaughlin, Mr. N. E. McLean, Mrs. E. H. Miller, Mrs. E. L. Penn, Miss L. L. Porter, Mrs. G. J. Sabourin, Mr. J. W. Sapp, Mrs. B. J. Wells, Mrs. E. M. Barnes, Mrs. N. F. Bowling, Miss P. T. Byers, Mrs. A. C. Chavis, Mr. C. W. Fairley, Mrs. M. S. Henry, Mrs. N. C. Jones, Mrs. F. S. Leary, Mr. J. A. McKee, Mrs. L. E. Morrow, Mrs. K. H. Nicholson, Mrs. L. C. Tarpley, Mrs. L. B. Thaxton, Mr. W. L. Jones, Mrs. M. C. Douglas, Mr. J. A. Leary, Mrs. G. T. Simpkins, Mrs. D. L. McNair, Mrs. A. W. Baker, Mrs. O. P. Womack, Mrs. D. S. Enoch, Mrs. B. C. Rogers, Mrs. L. J. Gregg, Miss M. F. McConnell, Mrs. I. S. Tucker, Miss M. A. Kirkland, Miss R. E. Galloway, Mrs. C. E. Forney, Mrs. M. L. Scarlette, Mrs. A. J. Alexander, Miss N. B. Bolden, Mrs. L. B. Brown, Miss J. W. Butler, Mrs. L. P. Dyson, Mrs. M. J. Hairston, Mrs. G. M. Hammonds, Mrs. C. H. Humphrey, Mrs. A. A. Malton, Miss C. B. Minor, Mrs. A. B. Moore, Miss C. L. McCullough, Mrs. L. D. Nelson,, Miss C. L. Taylor, Mrs. L. H. Morton, Mrs. C. C. Miller, Mrs. A. H. Peeler, Mrs. L. N. Lomax, Miss I. S. Jones, Mrs. H. H. Booker, Mrs. E. M. Wise, Mrs. G. G. Brown, Mrs. P. W. Tillman, Miss M. L. Roberson, Mrs. G. D. Woods, Mrs. S. P. Ruff, Mrs. L. S. Taylor, Miss C. E. Hill, Mrs. S. E. Byarm, Mrs. F. R. Alston, Mrs. P. A. Donnell, Mrs. M. C. Jones, Mrs. M. F. Mayfield, Miss P. B. Scarlette, Mr. T. W. Cowan.

Mrs. E. L. Holmes.

High Point City Schools
Fairview Elementary School
(100 per cent)

Miss Mytrolene L. Graye, Mrs. Mary H. Blackburn, Mr. Lester L. Boyd, Mrs. Lessie E. Flowe, Mrs. Pearl P. Burford, Mrs. Magnolia M. Hart, Miss Ruby V. Garden, Miss Mattie C. Robinsin, Mrs. Mary G. Williams, Miss Nettie C. Moss, Mrs. Janet K. Williams.

Leonard Street School
(100 per cent)

Mr. S. S. Whitted, Mrs. Willie Mae Boyd, Mrs. Beulah M. Boyd, Mrs. Thenia Y. Brincefield, Miss Willie Marie Carter, Mrs. Julia Irvin Hall, Mrs. Callie V. Holmes, Mrs. Dahlia D. Ingram, Miss Bertha Beatrice Lomax, Mrs. Galatia E. Lynch, Mrs. Katye B. McAdoo, Mrs. Alice Pinkett McLeod, Mrs. Lillian B. S. Merritt, Mrs. Ophelia R. Morgan, Mrs. Cornelia B. Reid, Mrs. Florida A. Sherrill, Mrs. Margaret J. Simmons, Mrs. Terah W. Whitten, Mrs. Charlie H. Curry.

William Penn High School
(100 per cent)

Mr. S. E. Burford, Mrs. Eunice V. Baldwin, Mrs. Willard B. Barnes, Mrs. Clara H. Caldwell, Mrs. Ethel G. Cobb, Mrs. Ethel P. Wilson, Mrs. Romelia G. Mason, Mrs. Grayce W. Yokely, Miss Annie L. Jones, Mr. M. O. Johnson, Mr. T. W. Hughes, Mr. J. E. Reid, Mr. M. H. Gordon, Mr. C. E. Yokely.

Summerfield School

Mr. W. L. Peay, Mrs. Elizabeth Jeffries, Mrs. Bessie Turner, Mrs. Duella Laughlin, Mrs. Annette Long, Miss Annie Robinson, Mr. George Jordon.

Brown Summit High School

Mr. M. M. Daniels, Mrs. Z. C. Daniels, Mrs. N. V. Hightower, Mrs. M. Brown Setzer, Mrs. A. Sellers Wray, Miss B. J. Bethel, Miss O. M. Long, Miss M. Taylor, Mrs. A. M. Ingram.

Palmer Memorial Institute

Dr. Charlotte Hawkins Brown, Mr. Charles A. Grant, Miss Mary L. Brown, Miss Ossie Ware, Miss Elizabeth Schenck, Miss Lucy M. Newby, Miss Vina Philips, Miss Pearline Lindsay, Miss Roberta Robinson, Mrs. Ruth Pride, Mrs. Norvella Davis, Miss Cecie Jenkins.

A. and T. College

Dr. F. D. Bluford, Dean W. T. Gibbs, Mr. H. R. Arnette, Mr. W. H. Gamble, Dr. W. N. Rice, Mr. B. N. Roberts, Miss M. A. Simmons, Mr. A. R. Brooks, Miss C. V. Hill, Mr. J. M. Marteena, Mr. L. A. Wise, Mr. H. Clinton Taylor, Mrs. Veda Stroud, Mr. R. S. Poole, Mr. F. A. Mayfield, Mr. A. C. Bowling, Mr. Willis Jackson, Dr. C. L. Cooper, Mr. Clyde DeHuguley, Mr. S. B. Simmons, Mrs. Margaret Bolden, Miss Carolyn Crawford, Mr. C. R. A. Cunnungham, Mr. C. E. Dean, Mr. B. F. Garrett, Mr. J. W. R. Gandy, Dr. Harry J. Green, Dr. Carl M. Hill, Dr. W. L. Kennedy, Mr. Karl M. Keyes, Mr. J. C. McLaughlin, Dr. C. L. Spellman, Mrs. P. K. Spellman, Miss Myrtle Thompson, Dr. M. B. Towns, Mr. W. T. Johnson.

Mr. S. C. Smith, Mr. J. W. Jeffries, Miss Wilhelmina Laws.

Bennett College

President David D. Jones, Mr. Frederick A. Jackson, Mr. P. E. Wilson, Miss Frances Monroe, Miss Alice A. Smith, Miss Alice Reid, Miss Ruth Gates, Miss Ruth T. Brett, Miss Mamie Elam, Mrs. Willie Grimes, Mrs. C. H. Marteena, Miss Geraldine Patterson, Miss Willa B. Player, Miss Blanche Raiford, Mrs. David D. Jones, Dr. Muriel Petioni, Mr. Orrin C. Southern, Miss Thursa Davis, Miss Gwendolyn McMillan, Miss Velma Thomas.

Guilford County Unit

Mrs. Annie Foster, Miss Anne Allen, Mrs. Mary B. Allen, Miss Helen Chapman, Miss Viola Boone, Mrs. I. E. Strickland, Mrs. V. W. Webb, Mrs. R. V. Hopkins, Mrs. A T. Taylor, Miss Montrose Garrett, Miss Ada Tonkins, Miss Willa A. McIver, Mrs. R. M. Bullock, Mrs. Bessie Reddick, Mrs. N. G. Bynum, Mrs. Clara B. Rieves, Mrs. M. A. Moffitt, Mrs. W. A. Clapp, Mrs. B. F. Morris, Mr. B. F. Morris, Mrs. J. W. Adams, Mrs. F. M. McCallum.

Miss Augusta D. Harris, Mrs. Ethel Echols, Mrs. Minnie D. Smith, Miss Mittie Sellars, Mrs. Mattie L. Crowe.

HALIFAX COUNTY

Halifax County Unit
(100 per cent)

Mrs. Aaron F. Wilder, Mr. James Bassey, Mrs. Willie W. Riddick, Mrs. Grace Smith Holmes, Mrs. Montera Davis, Miss Gladys Burke, Mrs. Elizabeth Ivey, Mrs. Madge Bynum, Mrs. Bertha Bullock, Mrs. Christine E. Whitaker, Mrs. Vernon Thornton, Mrs. Anna J. Rogers, Miss Edna Barrett, Miss Ruby Rowland, Miss Ruby L. Mangum, Miss Kate Bond, Mrs. Hattie H. Richardson, Miss Glynn Ward, Miss Nellie Allen, Mrs. A. C. Matthews, Miss Emily Earl, Mrs. Bessie Watson, Mrs. Mabel Johnson, Mrs. Inez Williams, Mrs. Fannie Hawkins, Mrs. Estella Pendergraft, Mr. C. C. Clark, Mrs. Lanelle M. Clark, Mrs. Virgil G. Meekins, Mrs. George A. Felton, Mrs. Roxie Brewer, Mrs. Gladys J. Clark, Miss Elvenie Whitaker, Mrs. Irene B. Moseley, Mrs. Arnie J. Barnes, Miss Edith M. Shields, Miss Clara H. Camp, Mr. Leroy A. Wilson, Mrs. Ava Jones Wilson, Mrs. Louizanne C. Alderman, Mrs. Lillie B. Hill, Mrs. Martha N. Jackson, Miss Virginia Haywood, Mrs. Uzella McDaniel, Miss M. Addie Clarke, Miss Annie Shearin, Miss Archie Belle Fowler, Mr. Leonidas Haywood, Mrs. Blanche R. Smith, Miss Dorothy M. Reese, Miss Melba Douglas, Miss Ruth Fields, Miss Charity Whitaker, Mrs. Florence A. Jones, Mrs. Josephine Hagler Bailey, Mrs. Almyra Pittman, Mrs. Nannie Wms. Francis, Mr. Clarence E. Bailey, Mrs. Ruby L. Stewart, Miss Roxanna Alston, Mrs. Alice M. Powell, Mr. Brooklyn A. McGeachy, Miss Lether C. Worley, Miss Sallie M. Hardy, Miss Cora E. Jones, Miss Hanah S. Bogle, Mr. W. A. Holmes, Mrs. Isabelle L. Jamieson, Miss Doris T. Littlejohn, Miss Inez Purdy, Mrs. H. A. Richardson, Miss B. T. Robinson, Mrs. Mary N. Stevenson, Miss Jessie Stewart, Miss Madlyn A. Williams, Miss Erline W. Wright, Mrs. Carrie Anthony, Mrs. Orbina M. Bursey, Mrs. Lillian S. Burford, Mrs. Mary Haley Martin, Miss Gossie B. Clarke, Miss Helena Hardy, Mrs. Dora Bryant, Miss Henrietta Allen, Miss Janie Slater, Mrs. Annie Mae DeBrewer, Mrs. Irene S. Jones, Mr. John Welch, Mrs. Annie S. Demory, Mrs. M. E. Pittman, Mrs. W. M. Faulcon, Mr. P. C. Williams, Mrs. O. C. Finch, Miss S. C. Smith, Mrs. Elsie M. Revis, Miss Mattie L. Eason, Miss E. E. Leake, Miss Ernestine Hayes, Mrs. Helena Harris, Mrs. M. S. Morgan, Mr. S. P. Hannon, Mr. L. S. Gilliard.

Mrs. W. B. Jamierson, Mr. C. G. Avent, Jr., Miss Alice Williams, Mrs. Sadie F. Rainey, Miss Leliah Reid, Mrs. Mattie J. Pressly, Mrs. Curtis T. Joshua, Mr. James W. Johnson, Mrs. Frankie F. Young, Miss Beatrice Long, Mr. Edwin B. Hardy, Miss Susie Ford, Miss Frankie Myrick, Mrs. Mary Lou Wilson, Mrs. Mattie Morrow, Mrs. Ella H. Solomon, Mrs. Helen H. Johnson, Mrs. Frankie H. Williams, Mrs. Hildagarde H. Mutts, Miss Ethel B. Smith, Mr. B. S. Hadry, Mrs. Annie H. Brinkley, Mrs. Dorothy H. Wills, Miss Madge Watson, Miss Tetrizinnia Nicholson, Miss Lucy Thorne, Mr. Johnston Harris, Miss Virginia Davis, Miss Vivian Reid, Miss Gertrude Bullock, Mrs. Dorothy J. Huggins, Miss Lelia V. Stanley, Mrs. Westie D. Wills, Miss Ethel Morrow, Mrs. Annie Mills Leonard, Miss Pearl L. Smith, Mrs. Viola Pittman, Miss Ida Mills, Miss Horida M. Belle, Miss Mamie I. Clarke, Mrs. Mary Sweet Wilkins, Miss Eva G. Alston, Miss Eula Walston, Miss Neandine Hawkins, Miss Maria Shaw, Mrs. Elvira Ashley, Mr. Claude T. Johnson, Miss Garadene White, Mr. Julian V. Lyons, Miss Carrie Ruth Brasswell, Mrs. Jessie W. Johnson, Mrs. Rolelia H. Heritage, Mrs. Dorinda Anthony, Mrs. Mary B. Watkins, Mrs. Venelia Ancrum, Miss Amelia P. Perry, Mrs. Elsie Woodley, Mr. J. C. Bias, Mrs. L. E. Shields, Mrs. C. W. Brookins, Miss Mertye A. Rice, Mrs. Ruth W. Jones, Mrs. Mary L. Smith, Miss G. R. Gill, Miss A. L. Largem, Miss A. L. Cannor, Mr. C. C. Smith, Miss A. S. Hawkins, Mrs. L. M. Harris, Mrs. C. S. Bias.

J. A. Chaloner High School

Mr. D. P. Lewis, Mrs. Iowa B. Johnston, Mrs. Jennie N. Carter, Miss Darotha M. Corner, Miss Annie B. Crump, Miss Jessie V. Atkinson, Mrs. Nathalene Robinson McGhee.

Halifax County Training School

Mr. W. B. Davis, Mrs. P. H. Kyle, Mrs. Elizabeth S. Woodruff, Mrs. Lucille E. Cooke, Mrs. Cleopatra Blackwell, Miss Courtney Tucker, Mr. William E. Jones, Miss Maude E. Freeman, Mrs. Willie H. Cheek, Miss Lillian H. Moore, Miss Mary E. Woods, Miss Marjorie Morgan, Mr. M. C. Miller, Mrs. Verta M. Pridgen.

HARNETT COUNTY

Harnett County Unit

Mrs. A. B. McLean, Mrs. C. E. Forte, Miss Elsie Allen, Mrs. Addie Warfield, Mrs. Flora McLaughlin, Miss Jessie M. Smith, Mrs. P. T. Massey, Mrs. Beatrice Payton, Rev. J. E. Marks, Mrs. Carolyn Rowland, Mrs. Annie S. Wright, Mrs. Mary F. Craine, Mrs. Annie Davis Drane, Miss Martha R. McKoy, Miss Ethel J. McNeill, Rev. A. J. Tuck, Mrs. Althea Bailey Mooney, Miss Margaret McLean, Mrs. Carrie Atkins, Miss Winifred Allen, Miss Earthlane Smith, Miss L. E. Walker, Mrs. M. J. Chalmers, Miss Wyomia Brewington, Miss Gladys M. Washington, Miss Mattie McLean, Mrs. Nina C. Baldwin, Mrs. B. G. Rhue, Mrs. Nellie D. Byrdsal, Mrs. Mary R. Cromartie, Miss Mary M. Beatty, Mrs. M. N. Brown, Mr. Alexander McKoy, Mr. John M. Humphrey, Mrs. Katie B. Forshee, Mrs. Ida Matthews, Mrs. Rosa McDowell, Mr. Charlie W. Walker, Mrs. Minnie L. Cameron, Mrs. Mary M. Capling, Mrs. Vera Ryals, Mr. John Campbell, Mrs. Katie Campbell, Miss Irene Black, Miss Ethel Gilmore, Mrs. Wilma S. Prince, Mr.

Freeman Ledbetter, Mrs. Rebecca M. Stanford, Mrs. Hattie L. Taylor, Mrs. Cherry E. Cameron, Mrs. Grace I. Riggsbee, Miss Jessie L. Covington, Miss Marie L. Pennix.
Mrs. Georgia McKoy.

Harnett County Training School
(100 per cent)

Mr. Arthur R. Dees, Mrs. J. B. Christmas, Mr. W. R. Hooper, Mr. E. C. Setzer, Miss L. Louise Culbreth, Miss M. W. Horton, Miss T. W. Tuck, Miss M. L. Hicks, Miss M. G. Smith, Miss L. W. Carter, Mrs. L. H. Dees, Mrs. E. McLean Ferguson, Mrs. E. G. Williams, Mrs. I. M. Smith, Mrs. J. Lane Hewlin, Mrs. M. W. Reid, Mrs. J. W. Williams, Mrs. E. M. Minter, Mrs. C. S. McLean, Mrs. T. O. Satterwhite, Mrs. Earlyne Cox Mitchell.

Shawtown High School
(100 per cent)

Mr. J. S. Spivey, Mrs. M. L. Spivey, Miss Vivian Browning, Miss Alberta McKathan, Mrs. Inez Hawkins, Mrs. Nannie Boston, Miss Ethel Patterson, Miss V. I. Bizzell, Mrs. Leasye Stinson, Mr. Fred A. Jones, Mr. E. J. Rhue, Miss Alberta Hairston, Mrs. Lueva Newkirk, Mrs. Rolista McKoy, Miss Eloise McNeil, Mrs. Blanche A. Sanders, Miss I. J. Black, Miss Minnie Davis, Mrs. Dally Carter.

HENDERSON COUNTY

Hendersonville Colored High School

Mr. Spencer E. Durante, Mrs. Eula Bagwell Owens, Miss B. M. Young, Mrs. Addie M. Miller, Mrs. Rosalie J. Durante, Mrs. Odell M. Rouse, Mrs. M. Joyce Mills, Mrs. Lois Brown Hauser, Miss Laura B. Cook, Mrs. Eva R. Pilgrim, Mrs. Mary Lee Edwards.

HERTFORD COUNTY
(100 per cent)

C. S. Brown High School
(100 per cent)

Mr. H. C. Greeland, Mrs. Virginia F. Alston, Miss Melba C. Ashe, Miss Sallie Y. Bizzelle, Miss Esther M. Brett, Mrs. Viola H. Chavis, Mrs. Flora B. Collins, Miss Geraldine M. Crews, Mrs. Lillian N. Everett, Miss Minnie Flood, Mrs. Emma C. Freeland, Mrs. Effie Gadsden, Miss Ardelle Garrett, Mrs. Albina B. Hall, Miss Luie B. Hargraves, Mrs. Julia H. Hunter, Mrs. Undean W. Jones, Mr. S. F. Lewis, Mr. G. E. McDaniel, Mrs. Jennie E. McDougle, Miss Marion O. Reid, Mrs. Louvenia B. Rouson, Mrs. Alice J. Scott, Mrs. Theora C. Stallings, Mr. C. B. Varner, Mrs. Qunnen P. Varner, Mrs. Addie L. Weaver, Mrs. Ailene B. Weaver.

Harrellsville District Unit
(100 per cent)

Miss Hattie Beverly, Miss Trollie E. Brown, Mrs. Ethel S. Bullock, Mrs. Amanda S. Cherry, Rev. C. A. Hart, Miss Louise Holley, Mrs. Fannie V. Holloman, Miss Virginia D. Jones, Mrs. Emma D. Mitchell, Mrs. Dora J. Porter, Miss Josephine P. Valentine, Mrs. Fannie C. Watford.

Murfreesboro-Como Unit
(100 per cent)

Murfreesboro School

Rev. Geo. T. Rouson, Miss Eliza Jenkins, Mrs. O. G. Porter, Mrs. Gertrude Strayhorn, Miss Cora V. Lee, Miss Doris Jones, Mrs. Claudia Reid, Miss Flossie Stephenson, Mrs. Louise Jones.

Mapleton School

Mrs. Hattie Everett, Miss Aurie Keene, Mrs. Bernice P. Floyd.

Brown School

Mrs. Ida Scott, Mrs. Ruth Jenkins, Mrs. Agnes Boone.

Mill Neck School

Mr. R. B. McDowell, Mrs. S. B. Boone, Mrs. Levister Stephenson.

Mount Sinai School

Mr. D. T. Spruill, Mrs. Marie Murphy, Mrs. Amphia Spruill.

Everett School

Mrs. Selena Majette.

Court House School

Mrs. Cora Ramsaw, Miss Fostina Worthington.

Ahoskie District Unit
(100 per cent)

Robert L. Vann High School

Mr. H. D. Cooper, Mr. J. L. Faulcon, Miss G. E. Hall, Mrs. A. L. Lawrence, Miss Juanita Yeats, Mrs. C. H. Bizzelle, Mrs. F. R. Hanger, Mr. J. W. Futrell, Mrs. Marie Yetes, Miss E. K. Pierce, Mrs. M. H. Futrell, Mr. C. S. Yeates, Mrs. C. C. Holoman, Mrs. C. A. Gatling, Mrs. Irene Yeates, Mrs. M. S. Colson, Mrs. M. N. Bond, Mrs. L. B. Patterson, Mrs. Maria Newsome, Mrs. Dora A. Newsome, Mrs. V. M. Hart, Mrs. I. E. White, Mrs. D. C. Weaver, Mr. E. T. Gatling, Mrs. E. N. Faulcon.

St. John's School

Miss M. O. Watson, Mrs. Agnes Weaver, Mrs. S. S. Vaughan, Mrs. I. J. Collins.

Union School

Mrs. Irabel Riddick, Mrs. Dicie H. Reid.

Menola School

Mrs. D. H. Taylor, Miss Arthalia Porter, Mrs. E. R. White.

Sign Board School

Mr. T. R. Hall, Mrs. M. E. Sills, Mrs. L. S. Porter, Miss Agnes M. Sharpe.

HOKE COUNTY

Hoke County Unit

Mrs. Annie W. Pridgen, Mr. W. C. Campbell, Mrs. Rosa McNeill, Mrs. Quessie Drake, Miss Bonzie Dobbins, Mrs. H. M. Shipman, Mrs. Hattie Shaw Browne, Mrs. Mary McLaughlin, Mr. Fred Andrews, Mrs. Rosa Andrews, Mrs. Mamie Meekins, Miss Ethel Rogers, Mrs. Estella K. Williams, Mrs. Mary McGeachy, Mr. Garfield Coleman, Mrs. Verona Byrd, Mr. James H. Chalmers, Mrs. Daisy Quevedo, Miss Marie Barr, Miss Ida Mae McKoy, Mrs. Lillian D. Gleaves, Mr. G. R. Harrington, Miss Emma Crawford, Miss Nellie Frierson, Mrs. Mary Duke, Mr. Joseph Drake, Mrs. Mary Saunders, Mrs. Hannah Springs, Mr. T. V. Williams, Mr. John Mumford, Mrs. Lucile Mumford, Miss Katie Broadway, Miss Viola Davis, Mrs. Ida Belle Cole, Mrs. Georgia McDowell, Miss Christine Patterson, Mrs. Avvie Gordon, Mrs. Carrie Melvin, Mrs. Vera W. Williamson, Miss Louvenia McGregor, Mrs. A. L. Gaston, Miss Dora Gilchrist, Mr. L. V. Evans, Miss Luvenia Oliver, Miss Mable Shaw, Mrs. Leona Coleman.
Mrs. L. A. Marks.

Upchurch High School
(100 per cent)

Mr. A. S. Gaston, Mrs. S. L. Barber, Mrs. S. P. Russell, Miss Lydia B. Huntley, Mrs. Celia B. Norman, Mrs. Mamie H. Pearce, Miss Essie H. Kornegay, Mrs. Queen E. Thames, Miss S. M. Truzerls, Miss Rolline E. Dunston, Miss Ila J. Blue, Mrs. Rachel F. Debnam, Miss Alverta Jackson, Mr. E. A. Simmons, Mrs. S. T. Williams, Mrs. Hellen B. Williams, Mrs. Anne K. Williamson, Miss Anna G. Smith.

HYDE COUNTY

Hyde County Unit
(100 per cent)

Mr. O. A. Peay, Mr. J. H. Hardy, Mrs. Anna Purnell, Mr. Wm. A. Jordan, Mr. A. V. Slade, Mrs. Rosa Bryant, Miss Mildred Paterson, Mrs. W. G. Green, Mrs. J. A. Gray, Miss O. B. Benson, Mrs. O. A. Peay, Miss E. O. Clay, Mr. J. R. Spencer, Mrs. Sadie Currie, Mrs. Sophia White, Mrs. Senia Sheppard, Mrs. Essie M. Boyd, Miss Mattie P. McMurren, Mr. Johnson Spruill, Mrs. Lodie Gaskins, Mrs. Lillian Spruill, Mrs. Elizabeth Whittaker, Mrs. Carrie S. Whittaker, Miss Mary E. Burrus, Mrs. Annie S. Whitfield, Mrs. Rosa Spencer, Mr. Jas. Saunders, Mrs. Lona K. Garrett, Miss Mattie Gibbs, Miss Lillian Hill.

IREDELL COUNTY

Morningside High School
(100 per cent)

Mr. A. D. Rutherford, Mrs. C. M. Abernathy, Mrs. M. L. Dalton, Mrs. A. C. Foushee, Mrs. L. M. Hamilton, Miss W. E. Hanes, Miss M. C. Holley, Mrs. M. H. Hollowell, Mrs. M. B. Jones, Mrs. M. M. Littlejohn, Miss A. F. Maxwell, Mrs. C. W. Nesby, Mrs. B. D. Peasant, Miss D. L. Pryor, Miss B. C. Sherrill, Mrs. A. L. Stevens, Mrs. A. P. Toliver, Miss M. B. Vaughn, Mr. G. L. Burge, Mr. C. F. Dalton, Mr. E. M. Ferrell.

Dunbar School

Mr. N. F. Woods, Miss Myrtle J. Foust, Miss Clara H. Neely, Miss Althea Dumas, Miss Margaret Caldwell, Mrs. Maggie Carden, Mrs. Geneva B. Miller.

Iredell County Unit
(100 per cent)

Mrs. Mary C. Holliday.

Poplar Branch

Miss Francis L. Evans, Miss Mary A. Williams.

Scotts

Mr. Charles William Rankin, Mrs. Lillie Harris Gibson, Miss Mildred Reid Hollowell, Mrs. Euva Lee Mangum.

Haywood Chapel

Miss Madge Elizabeth Simril.

New Hope

Miss Ivey Letitia England.

Pine Grove

Mr. H. H. Blackburn, Miss Irene M. C. Ellis, Miss Estella Young.

Houstonville

Mr. Thomas M. Powe, Mrs. Juanita Dalton Pain, Miss Allie Stinson Bryce, Miss Lumicia Sherrill.

Chestnut Grove

Mr. Mason C. Miller, Mrs. Mary N. Morrison, Mrs. Mildred L. Holt, Mrs. Sadie Perkins Murdock, Mrs. Margaret H. Turner.

Rock Crest

Mrs. Lois Carson Twitty, Miss Arrie Arnette Nelson.

Unity High School

Mr. O. M. Pharr, Mr. William Littlejohn, Miss Dorothy L. Phelps, Miss Maudell Gertrude Strother, Miss Rosena S. Haygood, Mrs. Connie Kimbrough Spicer, Mr. D. O. Ivey, Box 229, Miss Genevieve Reeves, Mrs. Ethel D. Walker, Miss Vivian Allison Caldwell, Miss Gladys Pauline King.

Troutman

Mr. Sanders P. McKelvey, Mrs. Jettie Mae D. Morrison.

Rocky Knoll

Mrs. Emma Morrison Lackey.

South Iredell

Miss Willie Mae Holley, Mrs. Mazie Goodman Holt, Miss Matilda Louise Reid.

Neiltown

Mr. M. H. Harrington, Miss Sadie D. Hackett.

Coddle Creek

Miss Easter Hill, Miss Allie Cordelia Coble.

Morrows Chapel

Mr. Harry T. Henry, Miss Mildred Feimster, Miss Miriam Smith Davidson.

New Center

Miss Beulah Spann Cannon.

Morrows Chapel

Miss Bessie Inez Abernathy.

Buffalo Shoals

Miss Fleecy Mae Griffin.

JOHNSTON COUNTY

Richard B. Harrison High School

Mr. M. L. Wilson, Miss Maude E. Bell, Mrs. Grace J. Cook, Mrs. Callie G. Siler, Miss Daisy R. Walker, Mrs. Marie M. Sneed, Mrs. Flora B. Holt, Mrs. Mildred W. Wilson, Mrs. Elsie B. Miller, Miss Naomi D. Watson, Mrs. Elouise H. Sherrod, Mrs. E. A. Coley, Miss E. L. Johnson, Miss Elizabeth V. Hamilton, Miss Ruby E. Peacock, Miss Helen A. Morrison, Mrs. Beatrice C. Freeman, Miss Helen M. Rowe, Mrs. Rachel H. Dean, Mrs. Nonie M. Jones, Mrs. Sallie Richardson.

Four Oaks Elementary School

Mr. Robert L. Holt, Miss Margaret Burt, Miss Charlie M. Cannady, Miss Lola Clark, Miss Clara L. Dublin, Mrs. Lillian N. Futrell, Miss Ruby M. Jones, Mrs. Minnie M. Martin, Mrs. Bettina S. Wilson.

William Mason Cooper High School
(100 per cent)

Mr. N. L. Cannady, Mr. J. Anderson Holdon, Jr., Mrs. F. D. Cannady, Mrs. P. W. Young, Mrs. P. R. Spaulding, Mrs. Parthenia R. Morgan, Mrs. Cora A. Boyd, Mrs. J. Saunders, Mrs. G. Whitley Kennedy, Miss T. M. Penn, Miss F. D. Lee, Miss A. J. Kennedy, Miss E. D. Jones, Miss G. O. Howard, Miss Surlata B. Bell, Miss M. Ann Ormond, Miss S. A. McIntosh, Miss Liller R. Chalmers.

Johnston County Training School
(100 per cent)

Mr. W. R. Collins, Miss Dannie Freeman, Miss Ruby Saunders, Miss Ada Smith, Miss Anna Turlock Askford, Miss Naomi L. Smith, Miss Rita M. Kell, Mrs. Mabel E. Morgan, Mrs. Salina Smith, Mrs. Fanie Cochrane, Miss Martha Jenkins, Mrs. Elizabeth Penman, Miss Eliza B. Henderson, Mr. Jasper Altus Bridges, Mrs. Olive Wilson Beckwith, Miss Wynndell Griffin, Miss Francis Kay McNeill, Miss Lillian A. Bailey, Miss Bennie Grice, Miss Evelyn Byrd McNeill, Miss Ruth Caldwell, Miss Gwendolyn Petterson, Mrs. Clara B. Hunt, Miss Amelia J. Parks, Miss Lessie Durante, Mrs. Eda Bell Love Cannady, Mrs. Lucille Heartly, Miss Julia Caldwell, Mrs. Elsie Mae Jordan.

Short Journey School
(100 per cent)

Mrs. Eva J. Cooper, Mrs. Cora Dublin Tolar, Miss Ione B. Vinson, Miss Eliza J. Burns, Miss Jeanne Johnson, Mrs. Elizabeth R. Vinson, Mrs. Hattie H. Townes, Miss Helen Brown, Mrs. Dollie M. Sanders, Miss Aurelia C. Lester.

Princeton Graded School

Mr. G. W. Bryant, Mrs. Maggie J. Bryant, Mrs. Mary V. Hinton, Mrs. Lois D. Lingleton, Mrs. Rosa B. Murphy, Mrs. Lottie M. Hill.

Trenton Colored School
(100 per cent)

Mr. C. C. Franks, Miss Martha Hawkins, Miss Annie Green, Miss Ida Smith, Mrs. M. W. Isler, Miss G. B. Brown, Mrs. Virginia Payton, Mr. W. N. Payton, Mrs. V. C. Brown, Mrs. Clarice Wilson, Mrs. Leah Franks, Miss Olivia V. Konnegay, Mrs. A. Reopass Dove, Miss D. E. Cortu, Rev. J. A. Everette, Mrs. G. F. Spencer, Miss N. E. Griffin.

Lee County Unit
(100 per cent)

Prof. W. B. Wicker, Mr. R. J. Perry, Mr. C. C. Jones, Mr. J. Boyce Brown, Mr. Julius D. Fisher, Mr. J. W. Grimes, Mr. C. D. Mitchell, Mrs. C. B. Bridges, Mrs. Lucille Franks Bess, Mrs. Estelle Snipes, Mrs. Hattie H. Harbor, Mrs. Sadie J. McMillian, Mrs. W. T. Horton, Mrs. J. W. Monroe, Mrs. N. B. Jackson, Mrs. Zenobia B. Headen, Mrs. Rhoda Henry Rhodes, Mrs. W. B. Wicker, Mrs. Clara S. Jamerson, Mrs. Christine C. Davis, Mrs. Helen W. Brown, Mrs. Martha G. Goldston, Mrs. Julia Taylor Saunders, Mrs. Marea E. Bates, Mrs. Meta G. Thompson, Mrs. Eva Bland, Mrs. Theresa Payne Thompson, Mrs. Patsye R. Alston, Miss Fredricka Richardson, Miss Gladys DeBerry, Miss Rosetta H. Brooks, Miss Biverous A. Pretty, Miss Geraldine Matthews, Miss Alma Louise Porter, Miss Georgia Turner, Miss Mary E. McKoy, Miss Julia Mae Bethea, Miss H. M. Denning, Miss Louise Dolores Chisolm, Miss C. E. Dawson, Miss Ruth Kendall, Miss P. P. Jordan, Mr. C. W. McNeill.

Miss Maude S. Horton, Miss Lugenia M. Sanders, Mr. L. R. Johnson.

LENOIR COUNTY

Tower Hill and Lincoln City Elementary Schools
(100 per cent)

Mr. James A. Harper, Miss Kathryn L. Allen, Mrs. Vina D. Battle, Miss C. C. Clinton, Mrs. Sara K. Clinton, Mrs. Sarah K. Coward, Miss Lucille Edwards, Mrs. Margaret G. Fisher, Miss D. M. Green, Miss Julia C. Jackson, Mrs. E. B. Lane, Miss Rosa Lassiter, Mrs. M. N. Lietas, Mrs. L. P. Mitchell, Miss Mamie L. Norris, Miss E. B. Otulaw, Miss Anna M. Raye, Mrs. Mayme N. Smith, Mrs. Ernestine J. Stewart, Mrs. Beatrice Strong, Mrs. Esther N. Tyson, Mrs. M. G. Williams, Mrs. M. Womack.

LaGrange High School
(100 per cent)

Mr. E. B. Fink, Mr. Joe R. Massey, M. G. Thompson, L. Hill, C. P. White, L. A. Steele, C. R. B. Kornegay, P. B. Smith, A. D. Pridgen, Mrs. Jennie Dawson, S. A. Flanagan, P. S. Henry, Miss Ruth B. Bryant, O. W. Frink.

Adkin High School
(100 per cent)

Mr. C. B. Stewart, Mrs. C. J. Albritton, Miss P. A. Brooks, Mr. S. Curraway, Miss H. Chapman, Miss M. V. Clark, Miss B. C. Davis, Miss R. Graham, Miss E. Hodges, Mrs. M. B. Mason, Miss M. T. Pitt, Miss B. O. Powell, Mrs. E. Raspberry, Mrs. N. C. Williams, Mrs. J. H. Winslow, Miss S. E. Wooten.

LINCOLN COUNTY

Lincoln County Unit
(100 per cent)

Mrs. Tabitha Froneberger, Mrs. Ruba Williams, Miss Ruth Comer, Mrs. Emma Wade, Mrs. Minnie Tunstall, Miss Elsie Grier, Miss Annie B. Hart, Miss Mildred Gaither, Mr. A. G. Holland, Mrs. Ola E. McDonald, Miss Rosebud Link, Mrs. Deer McCullough, Rev. A. P. Corley, Miss Carrie Carson, Miss Ethel Alexander, Mrs. Leontine B. Moore, Mrs. Annie Loritts, Miss Helen Penn, Miss Vercie Surratt, Mr. S. E. Biggers, Mrs. Annie Wade Biggers.

MECKLENBURG COUNTY

Johnson C. Smith University

Dr. C. F. Atkins, Mr. Moses Belton, Mr. N. R. Bolden, Mr. W. C. Donnell, Dr. R. L. Douglass, Mr. J. A. Grimes, Dr. H. Liston, Dr. H. L. McCrorey, Miss C. E. Ramseur, Mrs. M. L. Young, Dr. W. R. Mayberry, Dr. A. O. Steele.

Charlotte City Schools
Myers Street School

Miss Fannie Maurice Miller, Miss Lucielle Ray, Miss Dollie Young, Mrs. Helen S. McKissick, Miss Minnie Phifer, Miss Willie Gabriel, Mrs. Annie Warner, Mrs. Leila M. Davis, Miss Lenora Grier, Miss Frances Sampson, Miss Estelle Arthur, Miss Lillian L. Rudisill, Mrs. Mildred E. Burwick, Miss Hattie Russell, Mrs. Mabel W. Russell, Mrs. Geneva R. Alston, Mrs. Inez Byers, Mrs. Dorothea E. Williamson, Mrs. Eva F. Jordan, Mrs. Elizabeth B. Murphy, Mrs. Bessie C. Patterson, Mrs. Octavia B. Tucker, Mrs. Ruth E. Williams, Mrs. Ella G. Varice, Mrs. Francis C. Graham, Miss Mary A. Wyche, Mrs. Marie L. Flowe.

Morgan School
(100 per cent)

Mr. E. R. Anderson, Principal, Morgan School, Charlotte, N. C. 10 Records sent to Principal who sent no roster.

Alexander Street School
(100 per cent)

Mrs. Janye W. Hemphill, Mrs. Helen B. Givens, Miss Blanche W. Tyson, Mrs. Mamie L. Brewington, Mrs. Louise Y. Harris, Mrs. Lucile G. Harris, Mrs. Bessie W. Mulliens, Mrs. Dorothy P. Stinson, Mrs. Willie Mae Hoffman, Miss Annie Stevenson, Miss Virginia M. Gullick, Mrs. Ruth E. Kennedy, Mrs. Sarah S. Kelly, Mrs. Lucile Kibler, Mrs. S. L. Wyche, Mrs. M. A. Smith.

Isabella Wyche School
(100 per cent)

Miss Beulah D. Moore, Miss B. L. Brown, Miss L. M. Perry, Mrs. C. T. Boatan, Mrs. G. L. Greene, Mrs. M. J. Campbell, Mrs. F. M. Nash, Mrs. L. K. Halloman, Mrs. L. M. Hamilton, Mrs. R. S. Pitts, Mrs. M. L. Henderson, Mrs. E. G. McKeithen, Mrs. I. N. Roberts, Mrs. G. E. Wylie, Mrs. G. C. Daniels, Mrs. V. G. Hart, Mrs. G. F. Moreland, Mrs. M. G. Patterson.

West Charlotte High School

Mr. C. L. Blake, Miss L. C. Allston, Mrs. M. S. Barnes, Miss M. A. Blake, Mrs. J. B. Boulding, Mrs. K. N. Bowser, Mr. O. W. Harris, Mr. H. D. Johnson, Miss M. E. Riddick, Mr. T. M. Martin, Mr. S. A. Moore, Mrs. C. E. Quander, Miss K. L. Stuart, Mr. J. F. Towns, Miss A. E. Trinche, Miss S. E. Usher, Mrs. C. J. Wilson.

Biddleville School
(100 per cent)

Mrs. S. P. Sasso, Miss M. Ernestine Anderson, Miss Lenora E. Byers, Mrs. Doreatha M. Cornelius, Miss Mary A. Davidson, Mrs. Doreatha H. Dusenbury, Mrs. Juanita S. Gray, Mrs. Purry L. Grigsby, Miss Evelynne D. Hill, Miss Willie M. Jones, Mrs. Rose L. Love, Miss Sovella L. McCombs, Mrs. Willie R. McKissick, Mrs. Corrie H. Reynaud, Mrs. Edna S. Robinson, Miss Iona L. Shute, Mrs. Ruth A. Southerland, Mrs. Frances H. Wheeler.

Fairview School
(100 per cent)

Mrs. M. G. Davis, Miss Hattie S. Anderson, Miss Deborah J. Craig, Mrs. Mary D. Connor, Mrs. Margaret D. Corbett, Miss Roberta L. Douglas, Mrs. Lillian S. Donnell, Mrs. Viola L. Ferguson, Miss Mamie L. Hearn, Mrs. Alberta Herritage, Mrs. Amay M. James, Mrs. Queen C. James, Miss Therese E. Johnson, Mrs. Claudia C. McFadden, Mrs. Minnie J. McKee, Mrs. Janie C. McKenzie, Miss Julia A. McKnight, Mrs. Helen P. Moreland, Miss Edna E. Morris, Mrs. Prestonia W. Morgan, Miss Fannie H. Partee, Miss Minna M. Reid, Mrs. Bertha C. Scales, Mrs. Dorothy F. Steele, Mrs. Olive J. Tate, Mrs. Mildred A. Williams, Mrs. B. W. McDowell.

Mecklenburg County Unit
(100 per cent)
Henderson Grove

Mrs. Louise Tyson Haywood, Mrs. Mary G. Houston, Mrs. Fannie Davis.

Plato Price

Mr. G. E. McKeithen, Mrs. Susie H. Collins, Miss Wilma Powell, Mrs. Mary P. Hill, Mrs. Joreather Isler, Mrs. Willie M. Owens, Mrs. Estelle Smith, Miss Rosa P. Lawyer, Miss Helen A. McLure, Miss A. Maxwell, Mr. John M. Murphy.

Grier

Rev. John H. Ward, Miss Dovie Lowe.

McClintock

Mr. Junius Diamond, Miss Wilhelmena Craine, Mrs. Ruth O. Ganaway.

Reid

Mrs. Corrie P. Chisholm, Mrs. Lillie Ferguson.

Caldwell

Mr. Charles A. Graham, Mrs. Ruth A. Frazier, Mrs. Hazelyne M. Jones.

Lytle's Grove

Mrs. Eva L. Davidson, Mrs. Eliza Russell.

Smithville

Miss Rosetta Williams, Mrs. Samuel Twitty, Mrs. Cora L. Diamond, Mr. Guy Perry.

Rockwell

Mr. Clarence Moreland, Miss Sallie Ledbetter, Mrs. Carrie R. Rabb.

Huntersville

Mr. Isaac Torrence Graham, Mr. Thelma Colston, Miss Mary Willie Davidson, Mrs. Esther Stinson, Miss Elizabeth Adams, Miss Margaret Watson, Rev. R. L. Moore, Miss Zeta Sherrill, Mrs. Effie Beacer.

John's Chapel

Miss Laura Price.

Long Creek

Mrs. Martha McKinney, Mrs. Bessie Watkins, Mrs. Susie Ward.

Matthews

Rev. J. H. Gamble, Miss Leland Bishop, Mrs. Essie S. Raye.

Newell

Mrs. Wilma Williams.

N. Charlotte

Mrs. Bessie Beatty, Miss Mary Neal.

Siloame

Mrs. Maggie B. Moore.

Clear Creek

Mr. P. B. McCorkle, Miss Mamie Wallace, Mrs. D. S. Henderson, Mrs. Girlerer N. Ginyard, Mrs. Doretha Wallace, Miss M. C. Pharr, Mrs. C. G. Burton, Mrs. Ethel Wyche Martin, Mrs. M. Smith, Mr. H. W. Hill, Mr. James H. Gunn, Miss Lulu J. Blue, Mrs. C. B. Alexander.

Ben Salem

Mrs. Willie Towns, Mrs. Novella Edwards.

Billingsville

Mr. Eugene S. Potts, Mrs. M. B. Gamble, Mrs. J. B. McCain, Miss Pearl Dinkins.

Lawing

Miss Irene E. Stephens Hunt, Mrs. Nannie Corley.

Paw Creek—Hoskins

Mrs. Ruth Morris, Mrs. Laura F. Phelps.

Pineville

Mr. Elijah A. Chisholm, Mr. John Howie, Mrs. Lucille Pierce, Mr. Johnny Saunders, Mrs. Beatrice Barnes, Mrs. Julia A. Douglas, Miss Wilma Jones Long, Miss Evelyn Davidson, Mrs. Caldonia Davis.

Big Pineville

Mrs. Marie Miller, Mrs. Alma B. Wilson, Mrs. Eutrilla L. McCullough.

Jonesville

Mrs. Bessie D. Grant, Mrs. Aldriche Ross.

Murkland

Mr. Beauregard L. Martin, Mrs. Minnie G. Davis.

Little Hope

Mrs. Fannie Hargrave, Miss Carrie Clawson, Mrs. Roberta Hannibal.

Davidson

Mr. Lorenzo Poe, Miss Bessie Baucom, Miss Josephine Brown, Miss Zeta Byers, Mrs. Idelle Boles, Miss Katie Graig, Mrs. Lillie Gill, Mrs. A. G. Jenkins.

Woodland

Mrs. V. F. Rann, Mrs. Louise Grier, Mrs. M. D. King, Mr. W. B. Harrison, Mrs. Eula B. Williams.

MITCHELL COUNTY

(100 per cent)
Grassy Creek School

Miss Bessie L. Montgomery.
Mr. B. T. McCallum.

MONTGOMERY COUNTY

Peabody Academy

Miss Bernice S. Dobbins, Miss Lois R. Johnson, Miss Abigail Barnhill.

MOORE COUNTY

Pinehurst Schools
Academy Heights School
(100 per cent)

Mr. S. C. Cureton, Mrs. L. O. Cooper Cureton, Mrs. Maggie P. Brown, Mr. Cyrus W. Alexander, Mrs. Margaret Taylor Mangham, Miss N. A. McLean, Mrs. Mary Avery Flagg, Miss Katie W. McLaurin, Mrs. Olivia R. Parks, Miss Jessie R. Pearson, Mrs. Edna B. Taylor, Mrs. Louise Fox.

Pinckney High School
(100 per cent)

Prof. R. O. Taylor, Mrs. Mary P. Wynn, Miss Juliet S. Robinson, Mr. H. E. Sutton, Mrs. Willia C. Bryant, Mr. H. L. Bryant, Mrs. Dorothy H. Blue, Miss Emma L. Barrett, Miss Violet Fuller, Mrs. Ruby B. Stroud, Miss M. M. Kelly, Miss N. M. Jackson, Miss Bertha Plummer, Mrs. Annie W. Blue, Mrs. Mable J. Johnson.

Aberdeen District Schools
Lincoln Park School

Mrs. Ada B. Cooke Jackson, Miss Vandalia V. Wood, Mrs. Lillian D. Harris.

Chelsea School

Miss Ruth E. Mayfield, Miss Earnesteen Vivian Pride.

Berkley School

Mr. J. H. Floyd, Miss Cleo Clark, Mrs. C. A. Floyd, Mrs. L. W. Barrett, Mrs. B. F. Barnes, Miss Classie McPhatter, Miss Louise McPhatter, Miss F. M. Lawson, Miss E. A. Brinson, Mrs. F. O. Massenburg, Miss M. L. Bland.

West Southern Pines School
(100 per cent)

Mr. P. R. Brown, Mr. J. T. Saunders, Mrs. O. J. Saunders, Mr. J. Warren Baldwin, Mrs. A. B. Clark, Miss Mary Hasty, Mr. F. M. Lutz, Mr. S. L. Dudley, Mrs. N. P. Wilson, Miss B. M. Pitts, Miss C. E. Steele, Mrs. A. C. Jones, Mrs. M. K. Hill, Miss W. G. Hasty, Miss L. B. Mallette, Miss M. Z. Washington, Mrs. D. Shelton Harris, Mrs. J. S. Brown.

County Group

Mrs. L. E. Ferguson.

MARTIN COUNTY
(100 per cent)

Martin County Unit
Williamston High School
(100 per cent)

Mr. E. J. Hayes, Mrs. A. L. Hayes, Miss C. B. Clark, Miss Blonnie Ellison, Miss Lelia S. Chambers, Miss E. V. McCloud, Miss Ethel Alexander, Mrs. R. N. Jackson, Mrs. Mary S. Gray, Miss Thomassena Miller, Miss Essie Myzelle, Mrs. Lillian S. Jones, Mr. James A. Holley, Mr. Thomas Jarnagan, Mrs. Nora Cherry Slade, Mrs. Alma D. Gaither, Miss Dorothy Weddington, Mrs. Doretha S. Chance, Mr. Raleigh Wilson.

W. C. Chance High School
(100 per cent)

Mr. W. C. Chance, Mr. M. A. Armistead, Mr. A. B. Wynne, Mr. Raymond Purnell, Mrs. Julia J. Chance, Miss Pearl V. Madlyn, Miss Francis Caldwell, Miss Irene E. Hargett, Miss M. C. Taylor, Miss Vivian Harris.

Dardens School

Mr. John S. James, Mr. William R. James, Mrs. Mary Bonds, Mrs. Almeter Purnell Ewing.

Jamesville School

Mr. Milton L. Armistead, Miss Marion Owens, Miss Earnestine Pearce.

Williams Lower School

Mr. Charles D. Wooten, Mrs. Amazor C. Roberson, Miss E. Odessa McFadden.

Coreys School

Miss E. V. McNeill.

Smithwick Creek School

Miss Annie M. Hassell.

Woolards School

Mr. A. R. Jones, Mrs. Mamie S. Knox, Mrs. Sallie Jordan.

Briggs School

Rev. W. V. Ormond, Sr., Mrs. Clara R. Owens, Miss Annie Slade.

Burrough-Spring Hill School

Mr. W. V. Ormond, Jr., Mrs. Beatrice Evans, Mrs. Alma P. Taylor.

Everetts School

Mr. Earnest L. Owens, Mrs. Sara Gilchrist Dalton, Miss Bea L. Williams.

Cross Roades School

Mr. James H. Faulk, Miss Annie Moore.

Robersonville School

Mr. Noah W. Slade, Mrs. Fannie L. Slade, Miss Jennie M. McMurren, Miss Daisy E. Chance, Mrs. Cymera Fagans, Mrs. Eutie M. Wooten.

Gold Point School

Mr. Don G. Chance, Mrs. Basher Andrews, Mrs. Mancy Highsmith.

White Oak Springs School

Mrs. Ellen M. Lester, Miss Mary M. Andrews.

Poplar Point School

Mrs. Esther Louise C. Council.

Hamilton School

Mr. R. S. Gaither, Mrs. Ruth A. Downing, Miss Rebecca Everett.

Bowers School

Mr. W. T. Alexander, Miss Nellie Smith.

Oak City School

Mr. T. K. Slade, Miss Ethel Walker, Mrs. Caroline C. Slade, Mrs. Arnella V. Armistead, Miss Catherine Manning.

Whichard-James School

Mr. R. A. Keys, Mrs. Eleanor C. Hyman, Miss W. Pearce.

Jones School

Mr. Elijah Keeys, Mrs. Ella Mae Hextall, Miss Viola Hoffler.

Salsbury School

Mr. George T. Hyman, Mrs. Cora G. Jones, Miss Joanna M. Dowdy.

Bear Grass School

Miss Essie Riddick.

McDOWELL COUNTY

Hudgins High School
(100 per cent)

Mr. F. M. Beaver, Miss O. Inez Brown, Miss Melda L. Williams, Miss Lula M. Maddox, Miss Elizabeth V. Hutchison, Mrs. M. L. Connor Russell, Miss Margaret Greenlee, Miss Ethel L. Goodman, Mr. B. G. Coperning.

NASH COUNTY

Rawlins School
(100 per cent)

Mrs. Maude B. Hubbard, Mrs. Ruth E. McLaurin, Mrs. Helen G. Dorsey, Mrs. Aileene W. Duncan.

Nash County Training School
(100 per cent)

Mr. W. J. McLean, Miss E. M. McLaughlin, Mrs. Vera H. Mann, Mr. G. W. Parks, Miss Alice C. Vaughan, Mrs. Ruth P. Roberts, Miss E. A. Halloman, Miss M. B. Moody, Miss E. J. Alston, Mr. R. E. Fitzgerald, Mrs. Hazel Neal Williams, Mr. Salomon Elliott, Mrs. Hannah B. Ricks, Miss Arcelia M. Spivey, Miss Beryl T. Smith, Miss Almeda O. Bryant, Miss Elsie V. Bryant, Mrs. T. Cherry Taylor, Miss Emma M. Elliott, Miss Alice B. Davis.

Whitakers School
(100 per cent)

Mrs. Annie E. Singleton, Mrs. Blanche C. Bastic, Miss Christine B. Wells, Mr. Robert J. Johnson.

Spaulding High School
(100 per cent)

Mr. J. W. Eaton, Mrs. Mildred McElrath, Mrs. Minneta Eaton, Mrs. Luvenia Carpenter, Miss Sibyl Haile, Mr. James T. Young, Miss Mary H. Jones, Mrs. Louise Jenkins, Mr. Melvin Bullock, Mr. Thomas Crumby, Mrs. Roberta Grant, Mr. Charlie Brown, Miss Grayce DeBerry, Mrs. Ethel B. Jones, Mrs. Marie Wells Lucas, Miss Sarah L. Price, Miss Sarah F. Lamb.

Nash County Unit

Mrs. Bettie Holmes, Mrs. Carrie S. Howell, Mrs. George DuBose, Mrs. Nellie Buie, Mrs. T. Braswell Batts, Miss Agnes Hutchinson, Miss Catherine Perry, Miss Alberta Pettiford, Mrs. Jennie Parker, Mrs. Lenora Cheek, Miss Rose E. Arrington, Miss Katie Bunn, Miss Amanda Coley, Mrs. Melba Paige, Mrs. Mattie C. Gay, Miss Vivian Davis, Rev. W. D. Burgess, Miss Kate E. Battle, Miss Georgia Bryant, Mrs. L. A. Thomas, Rev. H. Y. Cheek, Miss Odessa Pretlow, Miss Edith Gay, Miss Celia Pettiford, Mrs. Carrie Spaulding, Miss Estelle Adams, Mrs. B. C. Battle.
Mrs. Anna A. McLean.

Middlesex Elementary School
(100 per cent)

Mrs. M. A. Forte, Miss Laura Bell Trunzerls, Miss M. Mildred Martin, Miss Margaret Smith.

NEW HANOVER COUNTY

Williston Industrial School
(100 per cent)

Mr. F. J. Rogers, Miss K. C. Allen, Mrs. A. C. King, Miss D. E. Telfair, Mrs. M. S. Washington, Mrs. A. W. Lofton, Miss F. P. White, Mrs. L. S. Williams, Miss E. E. McNeil, Miss L. O. Toms, Mr. F. P. Robinson, Mr. C. Carter, Mr. S. J. Howie, Mr. R. Wall, Miss S. B. Hooper, Mrs. S. A. Moultrie, Miss B. B. Leonard, Mr. J. King, Mrs. A. G. Burnett, Miss F. Drye, Miss F. Finley, Miss F. E. Payne, Mrs. N. R. Cotton, Mrs. A. A. Shaw, Mr. C. L. Bryant, Mrs. H. E. Kelly, Miss R. A. Scott, Mrs. I. G. Mack, Mrs. E. T. Harlee, Miss P. Spencer, Miss G. Sims, Miss S. A. Wortham, Mrs. M. C. Ready, Mr. R. Jones, Mr. C. M. Haithman, Mrs. E. N. Williams, Miss J. B. McIver, Mrs. E. J. Holmes, Mrs. K. B. Smith.

Williston Primary School
(100 per cent)

Mr. B. T. Washington, Mrs. A. J. Bailey, Mrs. D. B. Bryant, Miss K. S. Crawley, Mrs. M. F. Emanuel, Mrs. R. W. Hall, Miss M. B. Harris, Miss L. J. Greene, Miss M. E. Johnson, Miss C. H. Lane, Miss A. L. Moore, Mrs. H. O. McDonald, Miss I. A. McIver, Mrs. L. S. McKoy, Mr. C. L. Raysor, Miss E. L. Sharpness, Miss S. A. Sullivan, Mrs. G. H. Taylor, Mrs. M. B. Wilson, Mrs. S. W. Wright, Mrs. B. R. Fennell, Mrs. G. W. Graham, Mrs. J. B. Adkins, Miss S. B. Nixon, Miss M. M. Tucker, Miss S. H. Willis.

Peabody School
(100 per cent)

Mr. C. H. McDonald, Miss M. C. Brown, Miss H. E. Cannady, Mrs. A. A. DeVaughn, Miss A. M. Gill, Mrs. N. M. Green, Miss E. J. Johnson, Miss K. L. Hopper, Mrs. A. C. Lane, Miss E. F. Moore, Miss M. McGhee, Miss A. L. Ormond, Mrs. S. L. Perkins, Miss G. B. Pierce, Miss I. B. Randall, Mrs. M. J. Rogers, Mrs. L. H. Sharpless, Miss L. E. Sneed, Mrs. I. M. Sparrow, Mrs. E. B. Telfair, Mrs. A. C. Williams, Mrs. E. B. Wolst.

Maffitt Village Primary School
(100 per cent)

Mrs. Vivian C. Boone, Mrs. Lucy Saunders, Mrs. Thelma Williams, Miss Lucille Newkirk.

New Hanover County Unit
(100 per cent)

Acorn Branch

William Blount, Elsie Colvin, Katie M. Davis.

Castle Hayne

Lucile Lofton, Louise Moore.

Wrightsboro

Lula Cobb, Louise Lee.

Middle Sound

Mary McFarland.

East Wilmington

Essie Miller, Christable Montague, Ruth Ferguson, Lula Mack, Felice Sadwar.

Kirkland

Eliza Johnson, Esteher Hansley.

Wrightsville

Annie Webber.

Masonboro

Ada McKoy, Fannie McCombs.

Oak Hill

Isabel Barnhill.

NORTHAMPTON COUNTY
(100 per cent)

Faithful Band School

Mr. S. G. Calvert, Mrs. Marie M. Harding, Mrs. Doris Clark Pope.

Margarettsville School

Mr. J. L. Pridgen, Mrs. Sophia V. Faison.

Taylor's Mill School

Mrs. Hester N. Jordan, Mrs. Amaza Magette.

Mt. Moriah School

Mrs. Gladys K. Vaughan, Mrs. Florida Perkins.

Ivey School

Mrs. Helena B. Brown, Miss Ida Brown.

Concord School

Mrs. Callie F. Johnson, Mrs. Martha Barnes.

Macedonia School

Miss Mary E. Ward, Miss Ruth A. Jordan.

Holly Grove School

Mrs. Carolyn Lee Manley, Mrs. Claudia Lee Harding.

Allen Chapel School

Mrs. Blanche L. Edwards, Miss Codia Flythe, Miss Annie Mae Futrell.

Nebo School

Miss Bettie S. Boone, Miss Vashti Barclifte.

Meherrin School

Mrs. Novella C. Branch.

W. S. Creecy High School

Mr. W. S. Creecy, Jr., Miss Rosetta Magette, Miss Maggie M. Jones, Miss Mildred Simons, Miss Mary Francis Carr, Mrs. Ruby Scott, Miss Elsie Roach, Mrs. Pocahontas Griffin, Miss Elizabeth Jones, Miss Miley F. Wellch, Mrs. Fannie Kay Magette, Mrs. Viola T. Bishop, Mrs. Elizabeth Hardy, Mrs. Susie M. Creecy, Mrs. Earlene Creecy, Mr. S. M. Lennon.

Woodland Elementary School

Mr. A. R. Bowe, Mrs. Geneva Bowe, Mrs. Mayme Tann Wright, Miss Blanche G. Reid, Mrs. Bernice Ashe, Mrs. Emma B. Powell, Mrs. Enest Langford.

Squire School

Mrs. Cherry E. Clarke, Mrs. Mary L. Rice, Mrs. Dorothy M. Jenkins.

Cool Springs School

Mrs. Lillian W. Lewis, Mrs. Hazel C. Squire, Mrs. Vivian V. Branch.

Vultare School

Mr. Theodore Williams, Mrs. Roberta B. Williams, Miss Jessie N. E. Clarke.

Gaston

Mrs. Maude C. Newby, Miss Mary Rice.

Brewers

Mrs. Geneva S. Jones, Miss Marjorie Roberts.

Ransom School

Mr. J. H. Bulluck, Mrs. Naomi Person, Mrs. Lorna W. Jackson, Mrs. Benah P. Deloatch.

Mason

Miss Lucy D. Jones, Miss Minnie Boone.

Jackson School

Mr. A. A. Judkins, Mrs. Margaret Judkins, Miss Catherine Pierce, Miss Kathlyn E. Lassiter, Miss Eunice C. Randolph, Mrs. Kate V. Brown.

County Training School

Mr. R. M. Earl, Mrs. Mae M. Earl, Miss Johnsie M. Harris, Miss A. L. Howell, Miss Ernestine Young, Miss N. Beatrice Freeman, Mrs. Willa J. Batten, Mr. F. D. Parker, Miss S. B. Wright, Mrs. H. W. Rice.

Oak Grove

Mr. C. W. Young, Miss L. V. Alston, Mrs. Annie P. Belle.

Gumberry School

Mrs. Eva L. Alston, Miss Catherine Jefferies.

Ash Swamp

Mrs. Emma W. Johnson.

Jonesboro School

Mrs. Viola Faison, Miss Pauline Tann.

Severn School

Mr. Robert L. Moore, Miss Claudie Stevenson, Miss Lelia Ivery, Mrs. Lessie P. Jordan.

Willis Hare High School

Mr. E. T. Artis, Mrs. Theola W. Moore, Mrs. Marion B. Morris, Miss Eva Mae Alston, Mrs. Ella Williams Reid, Miss Elizabeth C. Lassiter.

Conway School

Rev. W. L. Dilday, Mrs. Thelma L. Harris, Mrs. Claude D. Flythe.

Galatia School

Mrs. Ruth E. Hare Jacolis, Mrs. Wealtha Riddick, Mrs. Ethel Forrest.

Potecasi School

Mrs. Devolia Gordan, Mrs. Ruth G. Boone, Mrs. Bertha M. Joyner.

Antioch School

Rev. E. B. Sugg, Mrs. Ollie B. Sugg.

Cumbo School

Mr. Lonnie Harrell, Mrs. Lillian Harrell.

Polenta School

Mrs. Elnora Melton.

Piney Grove

Mrs. Ada Tann.

Branch Chapel

Mrs. Joana Maggette, Mrs. Essie Scott.

Roanoke

Mrs. Annie Savage.

Buffalo School

Rev. R. L. Brown, Miss Willie M. Jefferies.

Coates High School

Mr. J. N. Gill, Mrs. L. P. Lawrence, Mrs. R. B. Gill, Mrs. M. J. Murphy, Mrs. N. J. Ramsey, Mrs. E. A. Young, Mrs. A. F. Calvert, Mrs. N. T. Bowen, Mrs. E. D. DeVane, Mr. J. H. McManus.

ONSLOW COUNTY

Georgetown High School

(100 per cent)

Mr. J. W. Broodhurst, Mrs. A. K. Broodhurst, Mrs. A. B. Kerr, Mrs. F. M. Bell, Mrs. Marian T. Cox, Mrs. Viola K. Speller, Mrs. Josephine Thompson, Miss Fannie L Willie, Miss Mary E. Martin, Miss Susie Hammond, Miss Mirian J. White, Miss Daisy L. Jones.

Onslow County Unit

Mrs. Julia R. Wilson, Mrs. Helen M. Pollock, Mrs. Nettie V. Hardison, Miss Ester J. Murphy, Miss Sarah Holmes, Miss Lillie Ruth Smith, Miss Victoria Harrison, Miss Lillian Parker, Miss Gergia L. Crews, Mrs. Georgia Fonville, Mrs. Phyllis P. Perry, Mrs. Pearl Doris Parker, Mrs. Annie Graham Bates.

Richland School

Mr. J. W. Harrison, Mr. William James, Mrs. Daisy M. Dafford, Miss Hazel Maddocks, Miss Ethel V. Davis.

ORANGE COUNTY

Orange County Training School

(100 per cent)

Mr. H. M. Holmes, Miss Geneva Rogers, Miss Ruth Pope, Miss Pearl Smithwick, Miss Lana Lessane, Miss Carol Frierson, Mrs. M. Norma Snipes, Miss Josephine Jones, Mr. Melvin Scales, Miss Olivia Waddell, Mrs. Euzelle P. Smith, Mr. Reginald D. Smith, Miss Edena Johnson, Miss Thomasine Kirkland, Miss Ruth M. Craig, Mrs. Maudell J. Ateca.

Orange County Group

Mrs. Rosa E. Holloway, Miss Ethel Stanfield, Mrs. Ruth M. Faison, Miss Annie R. Fuller, Mrs. Ossie Snipes, Mr. J. R. Snipes, Jr., Mrs. M. C. Burt, Mrs. Madeline McClenney.

PAMLICO COUNTY

Miss Marie S. Moseley, Miss Ruth E. Murphy, Mr. Geo. F. Stanly.

PASQUOTANK COUNTY

Elizabeth City State Teachers College

Mr. H. L. Trigg, Miss Pauline H. Robinson, Mr. M. B. Allright, Mrs. M. E. Williams, Mr. J. R. Frazier, Rev. J. T. Doles, Mr. R. G. Lloyd, Miss A. V. Smith, Mr. S. D. Williams, Miss C. L. Sharpe, Mrs. E. C. Mitchell, Mr. G. L. West, Mrs. G. L. West.

P. W. Moore High School

Mrs. J. H. Butler.

Millpond School

Mr. Jacob Felton, Mrs. Alice Lamb, Miss Mildred Burton, Mrs. Dorothy Council, Mrs. Lucille Albright.

Kehukee School

Mrs. Bernice Bias Brandon.

PENDER COUNTY

Pender County Unit

Mr. J. T. Daniel, Mrs. L. B. Daniel, Mrs. H. V. Gattison, Mr. S. C. Anderson, Mrs. Venetta W. Anderson, Mrs. Annie Roberts, Miss Bertha M. Martin, Miss M. E. Harvey, Miss Ruth Blue, Miss Sue A. Davis, Miss Hattie Ransome, Miss Mignon Stelling, Miss Daisy Ford, Miss Willie Hayes, Miss Lenora Johnson, Mr. H. M. Bass, Mr. J. R. Moore, Mr. E. D. Cecil, Mr. O. G. Graham, Mrs. Clara Moore, Mrs. Rosa Shaw, Mrs. Leona Johnson, Mrs. Margarette Loften, Mrs. Mollie M. Holmes, Mrs. Lillie M. Billinglea, Mrs. Luddie D. Washington, Miss Willie Skinner, Miss Mattie Fikes, Miss Ida Tate.

C. F. Pope High School

Mr. T. E. Jones, Mrs. T. E. Jones, Mr. John E. Dixon, Mrs. Francis L. Murray, Mrs. C. Louise Haynes, Miss Flonnie K. Sharpless, Miss Valdosia G. James.

PERQUIMANS COUNTY

(100 per cent)

Perquimans Training School

Mr. King A. Williams, Mr. Richard L. Kingsbury, Miss L. H. Riddick, Miss Travis L. Holloway, Mrs. Idonia E. Rogerson, Mrs. Penelope E. Bembery, Mrs. Willie Y. Williams, Mrs. Lena C. Perry.

Hertford High School

Mr. W. J. Thompson, Mr. W. R. Privott, Mrs. J. L. Privot, Mrs. Jennie S. Thompson, Mrs. L. Elliott Fox, Mrs. Irene B. Dail, Miss Minnie L. Felton, Mrs. Harriet L. Winslow, Mrs. Eliza S. Perry, Mrs. A. N. Kingsbury.

Perquimans County Unit

Mrs. Mary E. Newby, Mrs. Geraldine Lowe, Mrs. Nellie Holley, Miss Addie Hoffler, Mrs. Martha E. Blanchard, Mrs. Salome Brothers, Mrs. Annie C. Modlin, Mrs. Clotee B. Thompson, Mrs. Annie F. Skinner, Mrs. Hazel O. Beaman, Mrs. Dewey Newby, Mrs. Evora C. Newby, Mrs. Cleo Z. Felton, Mrs. Annie E. Simon, Miss Elnora C. Nixon, Miss Mary E. Sumner.

PERSON COUNTY

Person County Unit

(100 per cent)

Mrs. Jettie G. Williams, Mrs. Pearl Nelson, Miss Ellen E. Lawrence, Mrs. Ometa R. Jones, Mrs. Ann L. Harley, Mr. Robert L. Hairston, Miss Gracie D. Brooks, Mrs. Alice O'Daniel Ranger, Miss Beatrice J. Clayton, Mrs. A. W. Jones, Mrs. Monnie H. Glass, Rev. G. W. Thomas, Mr. Brisbane H. Umstead, Miss Annie L. Allen, Mrs. Augusta G. Hudson, Mrs. Lucy A. Mason, Mrs. Sadie R. Dunn, Mr. Thelreg Jeffers, Miss Hermenia Johnson, Mrs. G. DeShazo Brooks, Miss Leulla Gilmore, Mrs. Clara P. Mitchell, Mrs. Cora M. Lytle, Miss Vivian D. Burton, Mrs. Iris W. Baird, Miss Elma J. Hester, Mrs. Mabel B. Gerst, Miss Wilma Clayton, Miss Mattie E. Tuck, Rev. A. B. Whitlock, Miss Pauline Tuck, Miss Missouri A. Allen, Mrs. Lula H. Schooler, Mr. C. E. Lytle, Miss Ruth M. Smith, Mrs. Mary A. Thomas, Miss Willie Roberts, Miss Lillian M. Woods, Mrs. Winnie DeShazo Hatcher, Miss Sudie F. Villines, Mrs. Rosetta V. Thompson, Miss Lottie Villines, Mrs. Lillie D. Barnett, Mrs. Addie Graves, Mrs. Benie Cates, Mrs. Laura S. Jones, Miss Ethel Tuck.

Person County Training School

(100 per cent)

Mr. T. C. Hillman, Mrs. Hilda H. Fountain, Mrs. Laura W. Johnson, Miss Mernell M. Graves, Mrs. Ruth J. Tillman, Mrs. Ruby T. Hester, Miss Mary E. Jones, Mrs. Alice B. Ford, Mr. A. W. Jones, Miss Peccola Hester, Miss Mable E. Williams, Mrs. Saloma J. Mials, Mrs. Gladys C. Rivers, Miss Annie L. Perry, Miss Ellen D. Hester, Mrs. Beatrice L. Sprague, Mrs. Maggie U. Harris, Mrs. Mary J. Owens, Mrs. Earl T. Herring, Miss Bertha E. Saunders, Mrs. Sarah G. Galbreath, Mrs. Pauline H. Trotter, Mrs. Pearl E. Burton, Mrs. Juel O. Boyd.

PITT COUNTY

Greenville City Schools

Greenville City Unit

(100 per cent)

Miss S. E. Albritton, Mrs. M. B. Allen, Mrs. A. H. Armstrong, Mrs. C. F. Artis, Mr. David A. Barnhill, Miss Doris M. Belle, Mr. C. L. Bradley, Miss R. Bernice Brett, Mrs. L. B. Brown, Miss Beatrice C. Chapman, Mrs. C. V. Chase, Mrs. N. W. Cherry, Mrs. D. R. Daniels, Mrs. S. L. Davenport, Mr. W. H. Davenport, Mrs. L. S. Foreman, Miss Lottye L. Gray, Mrs. E. Williams Johnson, Miss Ruth E. Johnson, Miss Dolie A. Keyes, Miss A. L. Morgan, Miss E. Louise McConnell, Mrs. Olga B. Myers, Mrs. Evelyn P. Norris, Mrs. R. E. North, Miss Flora A. Phillips, Miss Sadie I. Saulter, Miss Willie V. Small, Mrs. Lula S. Simmons, Miss M. B. Smith, Mrs. Lillie B. Taylor, Mrs. M. Graves Thompson, Miss Hildia P. Thompson, Miss Minnie P. Turner.

Bethel High School

Mr. J. H. Carraway, Mrs. E. T. Carraway, Mrs. E. S. Lloyd, Mrs. L. M. Coburn, Miss N B. Hyman, Miss J. Vivian Harris, Mrs. P. C. Ward, Miss S. L. Suggs, Mrs A. F. Spence, Miss L. M. Garrette, Mrs. W. G. Williams, Mrs. Lee Etta Speller.

Pitt County Training School

(100 per cent)

Mr. C. A. Dupree, Miss C. N. Holton, Mrs. Carolyn Chance, Mrs. E. B. Graves, Miss A. M. Wharton, Miss V. Dudley, Mr. Melvin Rountree, Mr. E. A. Elliott, Mr. J. J. Brown, Mr. J. B. Humphrey, Mrs. P. B. Ruffin, Mrs. W. H. Warren, Miss M. J. Kelly, Mrs. C. A. Dupree.

Winterville High School

Mr. T. W. Maye, Mrs. I. D. W. Ivey, Mrs. C. P. Mills, Mrs. G. Knight, Mr. A. Artis, Mrs. M. F. Jones, Mrs. Gardner, Miss E. L. Harris.

Pitt County Unit

Mr. H. B. Suggs, Miss I. M. Donnell, Miss Lillian Alexander, Miss Johnetta Alexander, Mr. Charles Anderson, Mrs. Ellen Anderson, Mrs. Rosalie Andrews, Mrs. Cherry Brinkley, Mr. Clarence Bembry, Mrs. Martha F. Boyd, Mr. S. A. Bowe, Miss Josephine Brasswell, Miss Mozella T. Burney, Miss Mamie E. Carney, Miss Catherine Cogdell, Miss Georgia Capehart, Miss Stella M. Dixon, Miss Annie Ruth Ebron, Miss Viola Fields, Mrs. Hattie V. Forbes, Mrs. Mamie G. Garrette, Miss Evelyn Glover, Mrs. Ellen B. Gorham, Miss Thelma Gray, Mrs. Mamie P. Hall, Miss Rosalie Harris, Mrs. Ethel Hebron, Mr. A. C. Hill, Mrs. Gertrude L. Hill, Miss Harriet B. Holly, Mrs. Acquilla Jenkins, Mrs. Eva P. Jones, Mrs. Matilda Jordan, Mrs. Henrietta King, Mr. William F. King, Mr. Matthew Lewis, Mrs. Christine Lewis, Mrs. Selena Lang, Mrs. Eva Thomas Maye, Mrs. Anna Mason, Mrs. Sara B. Marks, Mr. Charles C. McGlone, Mrs. Elizabeth McGlone, Miss Verda M. McMurray, Mrs. Helen F. Moore, Mr. J. W. Ormand, Rev. E. S. Parker, Mrs. Fannie Jackson, Mrs. Lillian M. Perkins, Miss Sallie Phillips, Miss Emma Rasbury, Mr. Herman R. Reaves, Mrs. Josephine

Reaves, Mr. W. H. Robinson, Miss Sudie B. Savage, Mrs. Sudie P. Staton, Mrs. Mattie K. Strong, Mr. Charles M. Suggs, Mrs. Ada D. Suggs, Mrs. Hattie G. Thompson, Mrs. Dora M. Tillett, Miss Essie Timmons, Miss Viola Vines, Mrs. Turetha Vines, Mrs. Mabel D. Wilson, Mrs. Cora S. Wilson, Mrs. Irene B. Williams, Mr. LaFayette Williams, Mrs. Maggie Woodard.

POLK COUNTY

Saluda Elementary School

Mrs. Lola M. Jackson.

Tryon High School

Mr. Jacob Tillman, Mrs. L. R. Bouiware, Mrs. H. H. Hannon, Miss G. E. McKissick, Mrs. Eula D. Robinson, Miss O. B. Wiggins.

RANDOLPH COUNTY

Trinity School

Mrs. Lillie Mae Davis, Mrs. Harriett H. Tiller.

Asheboro Schools

Randolph County Training School

(100 per cent)

Mr. C. A. Barrett, Miss J. Louise Dillahunt, Miss E. C. Reid, Miss E. L. Perry, Miss Venus Houston, Mrs. L. Peace Harris, Mrs. E. Litaker Allred, Miss B. A. Cox, Mrs. Louise W. Hardy, Mrs. R. P. Scales, Miss R. A. Gaston.

Randolph County Group

Mrs. Effie Reid McCoy, Mrs. Mary Johnson, Miss Donnie Caviness, Miss Adelaide Hedrick, Mr. A. F. McLeave, Mr. John Caviness.

RICHMOND COUNTY

Capital Highway High School

(100 per cent)

Mr. J. W. Mask, Jr., Mrs. S. E. Jenkins, Mrs. C. J. Lawson, Mrs. H. E. Henderson, Mrs. W. H. Collier, Mrs. L. S. Robinson, Mrs. F. P. Mask, Miss C. I. Fort, Mr. J. H. Cobb, Mrs. A. T. Nelson, Mr. E. E. Henry, Miss R. G. McNeill, Mrs. L. A. Hillian, Mrs. V. D. McEachern, Mr. R. D. Clark, Mrs. Bernice Lassiter, Mrs. A. C. McRae, Mrs. I. H. Douglas, Mrs. R. M. McEachern, Mrs. Lelia K. Jones, Mr. F. W. Douglas, Mrs. Serwillis J. Watts, Mrs. M. F. Dougherty, Miss T. E. Martin.

Ellerbe School

(100 per cent)

Mr. S. B. T. Easterling, Mrs. H. U. Easterling, Miss F. E. Golden, Miss N. L. Kelly, Mr. R. E. McIntyre, Miss A. A. Moore, Mrs. M. B. Muldrow, Miss E. M. Roberson, Mr. S. E. Selby, Miss D. E. Upperman, Miss M. D. Williams.

Hoffman School

(100 per cent)

Mr. A. W. Perkins, Mrs. J. A. Breeden, Miss Theola Bethea, Miss L. A. Byrd, Miss Eddie D. Wall, Mrs. Elizabeth J. Perkins.

Rockingham City Schools

(100 per cent)

Rockingham City High School

Mr. J. M. Hodge, Mr. J. O. Johnson, Mr. J. W. Gould, Mr. J. C. Watkins, Mrs. E. T. Caldwell, Mrs. E. E. Williams, Mrs. M. G. Carter, Miss E. C. Powell, Mrs. O. M. Sawyer, Miss D. B. Howze, Mrs. J. W. Hager, Miss V. E. Wall, Miss L. B. Gordon, Miss P. C. Jackson, Mrs. A. S. Williams Miss D. M. Spears, Miss W. M. Hines, Miss D. E Hester, Mrs. C. M. Hodge, Mrs. J. W. Watkins.

ROBESON COUNTY

Fairmont City Schools

Rosenwald School

Mr. L. E. Spencer, Mrs. E. A. Ford, Mrs. M. A. Houston, Mrs. N. B. McKay, Mrs. A. G. Spencer, Mrs. H. M. Alston, L. D. H. Whitehead, Mrs. E. P. Peace, Mrs. C. H. Pittman, V. T. Floyd, G. M. Durham, Mrs. M. B. Hagins.

Marietta School

Mr. W. R. Parker, Miss Wilhelmina Powell, Miss Carrie Belle Bethea, Mr. James H. McCallum, Miss Beatrice McCallum.

John Lewis School

Mr. J. F. Lessane, Miss Novella Atkinson, Mrs. M. B. Lessane, Mrs. A. C. Crawford, Miss C. L. Humphrey.

Red Springs Schools

Red Springs High School

(100 per cent)

Mr. J. T. Peterson, Miss E. E. DeVane, Mrs. P. V. Graham, Mrs. E. C. McNeill, Mrs. K. M. Peterson, Mrs. P. J. Davis, Mrs. M. V. Leake, Miss G. E. Lomax, Miss M. L. Gallmon, Miss L. McRae, Miss Edith Mask, Miss M. L. Adams.

Shannon School

Mrs. Sadie Douglass, Mrs. Mallory Wright, Mrs. Janie Harrington, Mrs. Bertha Brooks.

Lumberton City Schools

(100 per cent)

Redstone High School

Mr. J. H. Hayswood, Mrs. Isadore Searman, Mrs. A. B. Lewis, Mrs. Mildred B. Williams, Mrs. Nancy L. Beckwith, Mrs A. N. Bobbitt, Mrs. A. M. Bryan, Mrs. M. B. McLeod, Miss E. S. Smith, Miss S. H. McNair, Miss R. M. Kornegay, Mr. W. M. McNeill.

Thompson Institute

(100 per cent)

Mr. George H. Young, Mrs. Kattie B. Anderson, Mrs. Carletta M. Spearman, Mrs. Inez McNeill, Mrs. D. I. Moore, Mrs. C. K. Jernigan, Miss Maggie B. McLean, Miss Annie Lee Howard, Miss Pazaua Hill.

Robeson County Unit

Proctorville School

Mr. David L. Little, Mrs. Georgiana Little, Miss Naomi Floyd, Mrs. Aylvia Whiters.

Gaddys

Mrs. Sallie D. Homer, Miss Belle McDougald.

Parkton

Mr. H. R. McKeithan, Mrs. C. M. Smith, Mrs. M. G. Wilkerson, Mrs. K. M. Brotherton.

Mt. Pleasant

Miss Mary Benton.

Rennert

Mr. H. E. Williams, Mrs. E. M. Williams, Miss Harlee Harrell.

Lumber Bridge

(100 per cent)

Mr. S. B. Peace, Mrs. D. M. Lane, Mrs. W. J. McLendon, Miss P. L. Moore, Miss E. Thomas, Miss A. M. Thompson, Miss M. M. Wallace, Miss D. M. Washington, Mr. E. S. Quick, Mrs. L. E. Holt.

Barnesville

Mrs. Essie Ware, Mrs. Mary U. Mitchell, Miss E. Wray.

Popes Crossing

Mrs. Pearl Ruffin.

Rex

Mr. T. L. Holt, Miss L. Shauffer.

Holy Swamp

Miss Celestine Bryan.

Southside School

(100 per cent)

Mr. William J. Cochran, Miss Willie B. Plair, Miss Doris O. Robinson, Miss Jessie Mae Cooper, Mrs. Octavia S. Merritt, Miss Maude Downing, Mrs. Eleanor G. McQueen, Miss Rosa A. Pettice, Miss Beatrice L. Fowler, Mrs. Emma R. Waddell, Mrs. Seavy B. Medford, Miss Mary O. Cunningham, Mr. E. C. Moore.

Beauty Spot School

Mr. J. O. Scipio, Mrs. B. C. McNair, Mrs. J. O. Scipio, Miss Hallece Pighet.

Persimmon School

Mrs. C. L. Burgess.

Mt. Pleasant

Mrs. Cora Lee McNeill.

Robeson County Training School

(100 per cent)

Mr. R. B. Dean, Principal; Mr. R. J. DeVone, Mr. L. E. Cottingham, Mr. J. W. McKoy, Mrs. F. R. Graham, Miss Elsie B. Hairston, Miss Lucy M. Hayes, Miss E. Connie Holloway, Miss Loleria T. Martin, Miss M. Jean Moore, Miss Christobel L. McKoy, Miss Laura B. McLean, Miss Lula M. McMillan, Miss Edith M. Spivey, Miss Mildred C. Wall, Mrs. E. M. Williams.

Seven School

Mr. Washington Hawkins, Mrs. Esther V. Hawkins, Mrs. Maggie M. Gardner, Mrs. P. P. Johnson, Miss Ruby Anderson, Mrs. E. T. Hayswood.

Pleasant View

Mr. S. E. McKoy, Miss Susie M. Williams, Mrs. Stallis H. Morgan, Mrs. Pauline N. Brown.

ROCKINGHAM COUNTY

Madison Colored School

(100 per cent)

Mr. John W. Dillard, Mrs. Gertrude C. Chapman, Mrs. Mattie C. Peoples, Miss Catherine Farrington, Mrs. Mary C. Hairston, Mrs. Sudie G. Goins, Miss Minnye Miller, Miss Ruth M. McCottry, Mrs. Mabel Mayle Dillard, Mr. George C. Corbett, Mr. Benjamin C. Thomas.

Leaksville Township Schools

Douglas High School

(100 per cent)

Mr. L. E. Davis, Miss Ira Natalie Baker, Mrs. Ethel B. Barnhill, Mr. John D. Chalmers, Mrs. Ruth H. Fisher, Mr. Clyde Fowlkes, Mrs. Anita Hairston, Miss Effie Johnson, Mr. William F. Jordan, Mr. Herbert L. Lassiter, Mr. Andrew McGhee, Miss Adele Pickard, Miss Mozelle E. Roberts, Mrs. Jerelene Schuler, Mrs. O. R. Simpson, Miss Lillian M. Ward, Mrs. Lottie Whittsett, Mrs. Catherine Williams, Miss Consuela Williams.

Reidsville Schools

Miss Sara Williamson.

Washington High School

(100 per cent)

Mr. S. E. Duncan, Mrs. L. B. Powell, Mrs. M. T. Coleman, Miss S. Wilkerson, Miss D. C. Davis, Mrs. S. P. Ware, Mrs. I. H. Duncan, Miss S. A. Dillard, Mr. H. G. Faucette, Miss T. E. Koger, Miss W. G. Fontaine, Mrs. M. K. Watkins, Mr. C. C. Griffin, Mrs. B. C. Totten, Mr. H. K. Griggs, Miss V. E. Harris, Mrs. A. E. Johnson, Mr. D. S. Kelly, Mrs. G. Westerband, Mrs. E. B. McCoy, Mrs. W. P. Core, Mrs. M. G. Johnson, Miss G. L. Koger, Miss V. A. Lassiter, Mr. G. McLean, Mr. A. N. McCoy, Mrs. G. B. McRae, Mrs. H. Zollar, Miss E. M. Miller, Miss O. M. Miller, Mrs. E. N. Rogers, Mrs. M. M. Stewart, Mrs. L. F. Williams, Miss O. Sanders.

Rockingham County Unit

Mr. C. C. Watkins, Mrs. Alice D. Hall, Miss Blanche B. King, Mrs. Nellie G. Neal, Mrs. Lillie G. Neal, Mrs. Nannie Thomas, Mrs. Alverta Crisp, Mrs. Emmie Falker Lambeth, Mrs. Abigail H. Hayden, Mrs. Fannie N. Blackstock, Mrs. Margaret Watkins Coletrane, Mrs. Annie Foye, Mrs. Leona Martin, Mrs. Carsie B. McCallum, Mrs. Ethel Hamlin, Scales, Miss B. A. Franklin, Mrs. Willie Mae Price, Mrs. Janet Bass Neal, Mr. Thomas Martin, Mrs. Velma Johnson Neal, Mrs. Lillie King Dobbs, Mr. C. L. Richardson, Mrs. Maggie G. Richardson, Mrs. Annie M. Vaughn, Miss Millie Lindsay, Mr. Ralph E. Lowe.

ROWAN COUNTY

Rowan County Unit

Mrs. Madie Gibson, Mrs. Makepeace Long, Mrs. Claudia B. Caldwell, Mrs. Cora K. White, Mrs. Nannie Bryant, Mrs. Lillie B. Simpson, Mrs. Flora Flock, Miss Rosebud Aggrey, Mrs. Sallie B. Robinson, Mrs. Myrtle P. Gibson, Mrs. Lois Partee, Miss Eldora Houston, Mrs. Lillie M. Gaddy, Mrs. G. B. Lenox, Miss Naomi Shufford, Miss Ernestine Carson, Mrs. Leola C. Davidson, Mrs. Rosalie F. Wyatt, Miss Hazel Mock, Rev. William Watson, Mrs. Maggie K. Phifer, Mrs. Odessa Carr, Mrs. Beatrice Powe, Mrs. Winifred P. Poe, Mrs. Corine Tutt, Miss Ollie L. Carr, Mrs. Mary Biggers, Mrs. Christine Morgan, Mrs. Lena Duncan, Mrs. Zellma Draine, Mrs. Mabel Reddick, Miss Juanita Staton, Mrs. Matroy Ezell, Mr. Robert Dalton, Mrs. Margaret Dalton, Mr. Weaver, Mrs. Novella Chambers, Mr. W. T. Wallace, Mr. John Forte, Miss Alice Ellis, Mrs. Creola Goodman, Mrs. Beatrice Stevenson, Miss Willie E. Hairston, Miss Annie Clarke, Mrs. Mabel Payden, Mrs. Lillian G. Wilson, Mrs. Pauline B. Wright, Miss Iris C. Jeffries, Miss Hazel F. Craige, Mrs. Sadie Fair, Mr. John W. Nicholson, Mr. Arthur Buford, Mrs. Eleanor Bobington Johnson, Mrs. Gladys Lewis, Mrs. Geneva Oglesby, Mrs. Bessie Smith, Mrs. A. E. Ross, Mrs. Rose D. Aggrey, Mr. Max Gibson, Mr. Isaiah McClean, Mrs. Kathleen Randall, Mrs. Mary Ramseur, Mrs. A. B. Wilson, Mrs. Bernice Parker, Mrs. Stella C. Poe, Miss Josephine Threadgill.

Price High School

(100 per cent)

Mr. L. H. Hall, Mrs. Abna A. Lancaster, Mrs. Grace Teamer, Mrs. J. T. Henderson, Miss A. E. Marie Weeks, Miss E. Beatrice Riggs, Miss Alta M. Clarke, Miss M. N. Jordan, Mr. O. C. Hall, Mr. S. W. Lancaster.

Monroe Street School

(100 per cent)

Miss Annie R. Lowery, Mrs. N. S. Johnson, Mrs. Marie Davis, Mrs. N. J. Lash, Mrs. Rose R. Johnson, Mrs. Laura McKay, Mrs. Beulah R. Gibson, Mrs. F. J. Harris, Miss Lottie Mae Smith, Miss Callie Montgomery, Miss Willie Mae Clingman, Miss Vina E. Wilson.

Livingston College

Mr. W. J. Trent, President; Dean F. D. Drew, Dean J. H. Satterwhite, Rev. J. W. Catledge, Rev. W. Q. Welch, Mr. K. A. Johnson, Mr. M. R. Brooks, Mr. W. H. Edwards, Mr. C. W. Wright, Mr. J. S. Lash, Mr. S. L. Hopkins, Mr. Earl Peterson, Mr. I. H. Miller, Mrs. J. S. Burnside, Mrs.

K. E. Miller Simpson, Mrs. J. P. Sherrill, Miss L. M. Lyons, Miss S. P. Nelson, Miss J. B. Duncan.

RUTHERFORD COUNTY

New Hope High School

(100 per cent)

Mr. C. A. McDougle, Miss H. A. Fleming, Miss M. I. Butler, Mrs. M. T. Carpenter, Miss M. E. Joyner, Mrs. L. R. McDougle, Mrs. M. M. Pettiford, Mr. H. E. Pickard, Mr. V. C. Ramseur, Mrs. A. K. Thornton, Mrs. H. C. Walker, Mrs. A. R. Wellmon, Miss M. E. Whitfield.

Grahamtown School

Mr. J. O. Gibbs, Mrs. Minnie D. Gibbs, Miss Lucile Carson, Miss Henrietta Twitty, Miss Mary C. Fisher, Miss Dorothy Lipscombe.

Spindale School

Mr. P. W. Wellmon, Miss E. E. Logan, Miss M. B. Hoyle, Miss M. K. Costner.

Union Mills School

Mrs. Lillian E. Smith, Miss Geneva M. Costner, Mrs. Lillie M. Meacham.

Rutherford County Group

Mrs. Fannie Carnegie, Miss Sarah Durant, Miss Virginia C. Henry, Mrs. Fannie W. Baxter, Mrs. Ruth D. Turtly, Miss Ruth Lynch, Mrs. Jannie W. Davis, Miss Emma L. Miller, Miss Wilma F. Bebee, Rev. D. A. Costner, Mrs. Mary S. Gardner, Mr. T. H. Pass, Miss Lottie L. Daniels.

SAMPSON COUNTY

Clinton City Schools

Sampson County Training School

(100 per cent)

Mr. D. A. Thomas, Mrs. Ida E. Griswold, Miss K. Alice Hodges, Mrs. Daisy B. Rich, Mrs. Sarah Murphy Carr, Miss Mable C. Faison, Mrs. B. J. Thomas, Miss Lula S. Summerville, Miss Fannie Strickland, Mrs. Estelle H. Sampson, Mrs. Sarah L. Small, Miss Reba M. Matthews, Miss Clara Bynum, Miss Catherine C. Little, Mrs. J. F. Jones, Miss Mary E. Woods, Miss E. Gwendolyn Maye, Mrs. K. E. Brodie, Mr. S. L. Branch, Mr. N. S. Hinton, Miss Shirley Rich, Miss Rosa B. Williams, Mr. A. R. Vick.

Sampson County Unit

Rev. Charles E. Perry, Mrs. Daisy B. Adkins, Mrs. Maggie M. Allison, Mrs. Mary B. Anders, Robert Anders, Miss Vinella Ashford, Miss Maggie B. Barnes, Miss Mildred P. Beaman, Mrs. Mary N. P. Bennett, Mrs. Mary E. Berry, Miss Thelma A. Boone, Miss Annie L. Boykin, Mrs. Estella W. Boykin, Miss Nancy Boykin, Mrs. Estelle B. Brown, Mrs. Anna F. Bryant, Miss Margaret S. Butler, Mrs. Daisy H. Caldwell, Miss Annie B. Carr, Mrs. Blonnie B. Carr, Mr. Woodrow Carr, Miss Beatrice Carroll, Miss Mattie J. Cobb, Mrs. Rosa W. Cooper, Mrs. Lillie C. Cromartie, Mrs. Elva M. Culbreth, Miss Mary B. Davis, Mr. Cato C. Devane, Miss Eva Mae DeVane, Miss Mildred M. DeVane, Mr. W. K. DeVane, Miss Eva T. Dillard, Miss Juanita Exum, Mrs. Mamie M. Faison, Miss Cornelia E. Fennell, Miss Mae G. Fennell, Mrs. Mary A. Fennell, Miss Margaret B. Fisher, Mrs. Arletha B. Graham, Mrs. Essie W. Graham, Mrs. Flora D. Grantham, Mrs. Mavis B. Harriss, Mrs. Daisy P. Henry, Miss Naomi Herring, Mrs. Juanita H. Hill, Mr. John M. Holmes, Miss Maggie L. Hollingsworth, Mrs. Katie B. Jones, Miss Martha A. Kelly, Mrs. Callie H. Kirby, Mr. John I. Kornegay, Miss Lula R. Lee, Mr. P. M. Lee, Miss T. Esther Lee, Mrs. Ernestine M. Lucas, Mrs. Lena J. Manning, Mrs. Lettie M. Marsh, Mrs. Allie S. Mathis, Mrs. Hattie B. Matthews, Mr. Albert F. Melvin, Miss Wilma McKoy, Mr. Willie McLean, Mrs. Laddie B. Melvin, Mrs. Mae B. Melvin, Mrs. Lillie B. Merritt, Mrs. Neutrice W. Merritt, Mrs. Sadie H. Merritt, Mrs. Estelle B. Mitchell, Mrs. Josie B. Moore, Miss Eva M. Morisey, Mrs. Gertha C. Murphy, Mrs. Emma Perry, Mrs. Isabelle R. Peterson, Miss Macyrene Peterson, Mrs. Lila C. Powell, Miss Mabel P. Powell, Mr. David L. Robinson, Mrs. Annie C. Sampson, Miss Blonnie C. Sampson, Miss Fannie W. Sampson, Miss Minnie Lee Sampson, Mr. LeRoy Louis Smith, Miss Sarah A. Smith, Mrs. Pauline M. Solice, Miss Mamie B. Spicer, Miss Pocahontas Stevens, Mrs. Helen B. Stewart, Mr. J. T. Stewart, Miss H. Gertrude Sumerville, Mrs. Carrie T. Tatum, Mrs. Clara B. Torry, Miss Lillie F. Troublefield, Miss Beatrice L. Underwood, Mrs. Rebecca McL. Walton, Mrs. Rosa B. Webb, Mrs. Ella S. Williams, Mrs. Effie B. Wright, Mr. Francis E. Wright.

SCOTLAND COUNTY

Laurinburg City Schools

Laurinburg Institute

(100 per cent)

Mr. I. E. Johnson, Mrs. M. H. Moore, Miss E. H. Troy, Mrs. Z. Louise Malloy, Mrs. E. B. Jordan, Mrs. O. S. Smith, Mr. Philnore Hall, Mrs. A. M. J. Bethea, Mrs. J. L. Bryant, Mrs. I. T. Smith, Mr. I. T. Smith, Mrs. Ann R. Oxley, Mrs. Thelma C. White, Mrs. J. C. Melton, Mr. J. C. Melton, Mrs. Sammie McDuffie, Mr. S. G. Littlejohn, Mrs. Scotia McBee, Mrs. Joy J. McDuffie, Mrs. Thelma P. Ervin, Mrs. White Triplett, Mrs. M. S. Butler, Miss V. T. McDuffie, Mr. W. E. Daniels, Mrs. W. S. Sanders.

Scotland County Unit

Rev. S. D. McIver, Mrs. Cecile B. Evans, Mrs. L. B. Wade, Mrs. Dorothy Morris, Miss Mamie McMillian, Rev. J. W. McLaughlin, Mrs. Rebecca S. Dockery, Mrs. Eloise Pate, Mrs. Alta Wade Smith, Mrs. Willie Pearl McEachin, Mrs. Ethel Ford Perry, Mrs. L. B. Stultz, Mrs. Loris M. Gwyn, Mrs. Cora Pearl McIver, Miss Alice Parker, Miss Lelia Alston, Mrs. Blanche Sparks, Mrs. Blonnie Long, Mr. George Gibson, Mrs. Luberta Campbell, Miss Hattie L. King, Mr. L. L. King.

STANLY COUNTY

Stanly County Unit

Kingville High School

Mr. H. C. Goore, Mrs. V. F. Christian, Mrs. H. C. Goore, Mrs. G. C. Rush, Miss H. Perry, Miss L. J. Falls, Miss E. M. Williams, Mr. E. E. Waddell, Mr. G. L. Himes.

Badin Colored School

Mr. J. Worthington Campbell, Mrs. P. V. Barringer, Mrs. A. W. Brooks, Mrs. A. T. Campbell, Mr. L. C. Colson, Mrs. L. W. Donaldson, Miss Blandena Davis, Miss Elizabeth Edwards, Mrs. M. S. Jeffries, Mrs. M. D. Kelsey, Mrs. E. T. McNeil, Mrs. A. H. Taylor, Mrs. G. W. Wall.

Norwood Colored School

Mr. S. S. Carpenter, Mrs. F. M. Carpenter, Miss F. I. Hunter, Miss Elizabeth Dobbins, Mrs. Willie Knight, Miss L. C. Meachum, Miss M. D. Brown.

SURRY COUNTY

Mt. Airy City Unit

Mr. L. H. Jones, Miss L. S. Johnson, Miss F. M. Oakley, Mrs. P. M. Cunningham, Mrs. E. G. Edwards, Mr. F. D. Davis, Mr. F. M. Jones, Mrs. E. S. Jones, Miss W. E. DeLaine, Miss J. I. Johnson, Mrs. M. V. Cowan.

Surry County Unit

Mrs. L. C. Morgan, Mrs. J. W. Thomas, Mrs. J. C. Flowers, Miss Josephine Massey, Mr. Robert Caesar.

TRANSYLVANIA COUNTY

(100 per cent)

Rosenwald School

Mr. J. P. Sartor, Mrs. E. K. Mills, Mrs. S. F. Bailey.

UNION COUNTY

Monroe City Unit

Winchester Avenue High School

(100 per cent)

Mr. J. W. Graham, Mrs. L. C. Croft, Mrs. R. A. Lawson, Miss M. M. Holt, Miss M. C. Shaw, Miss H. N. Dawson, Mrs. E. Carter Smith, Miss Warren, Miss A. H. Williams, Mrs. Sanders Smith, Mrs. P. B. Barbour, Mrs. D. E. Simmons, Miss V. M. Perkins, Mrs. E. M. Alston, Miss A. A. Chresfield.

Union County Unit

Western Union High School

Mr. J. W. Brown, Mrs. Christine Brown, Miss Annie E. Crawell, Miss H. Neoma Harrison, Mrs. Gaynelle Manu Rogers, Mr. R. F. Balden, Miss Cora L. Bennett.

Gulledge School

Mrs. Parthenia Horne, Mrs. Mildred Chambers, Mr. Cromwell F. Chambers, Mrs. Pearl Chambers.

VANCE COUNTY

Henderson Institute

Mr. W. H. Lewis, Miss C. Eaton, Miss A. Wilder, Mrs. M. Bryant, Mrs. F. Robinson, Mr. J. H. McDoyal, Mr. O. T. Robinson, Miss C. Terrell, Mr. P. Harris, Mr. J. W. Warren, Miss L. Taylor, Mrs. M. Bullock, Miss J. Holland.

Henderson City Schools

Central Colored Graded School

Mr. E. D. Johnson, Mrs. Mary Eaton, Mrs. L. B. Hawkins, Miss Elizabeth M. Burt, Mrs. G. L. Ward, Miss S. P. Eaton, Miss J. J. Young, Mrs. L. G. Jordan, Mrs. Josephine Yarborough, Mrs. Mamie Williamson, Mrs. T. S. Eaton, Mrs. Mary I. Stamper, Mrs. L. A. Parham, Mrs. Ruth H. Hughes, Mrs. A. R. Bullock, Miss V. O. Steele, Mrs. M. J. Hight.

Vance County Unit

Dabney School

Mrs. E. L. Brown, Mrs. Ethel L. Adams, Mrs. S. F. Lewis.

Townsville School

Mr. W. E. Williams, Mrs. Elizabeth B. Bullock, Miss Mary E. Evans, Mrs. Merlyn W. Jones, Mrs. Elizabeth Harris Bullock, Mrs. Claudia H. Brandon.

Woodsworth

Mrs. Virginia H. Green.

Williamsboro

Mr. P. H. Lewis, Miss Mabel S. Wyche, Mrs. Ethel H. Clements, Miss Annie E. Garnes, Mrs. Annie M. G. Wyche, Miss E. M. Bullock.

Nutbush No. One

Mr. L. M. Hatton, Mrs. A. M. Rivera, Mrs. Lucy J. Perry, Mrs. Neil W. Barnes.

Nutbush No. Two

Mr. R. D. Bullock, Jr., Mrs. Mildred H. Bullock.

Middleburg

Mrs. Violet B. Saunders, Mrs. Mary Violet Bullock, Miss Mabel L. Pailin.

Brookston

Mrs. M. E. Brown, Miss Anirl Lewis.

Cephas Springs

Rev. C. H. Williamson, Mrs. Maggie H. Turner, Mrs. Flossie K. Amos.

Amos School

Mr. J. R. Barnes, Mrs. Alma H. Glenn, Mrs. Cassie A. Wright, Mrs. Gladys C. Massenburg, Miss Queen E. Davis.

Kittrell Graded School

Rev. W. B. Westbrook, Mrs. Henrietta C. Hatton, Miss Lucy C. Thorpe, Miss Mamie L. Mills, Mrs. W. B. Westbrook.

Greystone

Miss Lucy A. Eaton, Mrs. Katye C. Smart, Miss Mary R. Brame.

Nutbush Branch

Miss Maggie C. Tucker, Mrs. Elizabeth B. Parham.

Sandy Grove

Mrs. Carrie H. Sweell, Mrs. L. B. Yancey.

WAKE COUNTY

Shaw University

Dr. R. P. Daniel, Mr. W. L. Greene, Dr. N. H. Harris, Miss Carrie L. Harrison, Mrs. Brenda Y. Jervay, Mr. J. E. Lytle, Jr., Mr. F. P. Payne, Mr. H. C. Perrin, Mr. J. L. Tilley, Mr. J. F. Price, Mr. W. H. Quarles.

Saint Augustine's College

Mr. C. D. Haliburton, Mr. E. M. McClenney.

Raleigh City Schools

Crosby-Garfield School

(100 per cent)

Mr. W. H. Fuller, Miss M. E. Elliott, Miss S. M. Grice, Miss G. M. Hayes, Miss M. T. Brooks, Mrs. A. H. Logan, Mrs. M. A. Culler, Mrs. M. Y. Jones, Mrs. E. O. Shelton, Mrs. A. T. Williams, Mrs. M. A. Gorham, Mrs. N. Evans Lockhart, Mrs. M. E. Akins, Mrs. G. S. Watts, Mrs. M. R. Roberts, Mrs. L. G. Campbell, Mrs. E. H. Hunt, Mrs. C. T. Singletary, Miss E. C. Christmas, Mrs. M. E. Watson, Mrs. B. A. Butler, Miss E. L. Cooper.

Lucille Hunter School

(100 per cent)

Mrs. J. A. Williams, Mrs. Lucille M. Bryant, Mrs. Eliza A. Davis, Mrs. Marion W. Easterling, Mrs. Daisy B. Evans, Mrs. Nan P. Frazier, Mrs. Augusta H. Gray, Mrs. Ora B. Hardie, Mrs. Gila S. Harris, Mrs. Alyce C. Jones, Mrs. Dorothy S. Lane, Mrs. Mozelle P. Lane, Mrs. Clinton B. Ligon, Mrs. Addie G. Logan, Mrs. Rachel H. G. McCauley, Mrs. Hattie T. Mitchell, Mrs. Mary E. Philips, Mrs. Alice E. Somerville, Mrs. Henri J. Stredwick, Mrs. Celia J. Wortham.

Oberlin School

(100 per cent)

Miss Margaret Harris, Mrs. Margaret Haywood, Mrs. Gloria Greene, Miss Amanda Rhone, Mrs. Mattie M. Kelly, Miss Minnie Flagg.

Washington High School and Elementary School

(100 per cent)

Mr. M. W. Akins, Mr. J. H. Brown, Miss Rosa Lee Bryant, Miss Margaret Bugg, Mrs. Jose-

phine Clanton, Mrs. Ethel Clark, Mr. George Van Hoy Collins, Miss Etta E. Duren, Miss Mel'zie E. Elliott, Miss Ida M. Evans, Mrs. Dorphenia W. Hall, Mrs. Gertrude H. Harris, Miss Jeannette Hicks, Mr. M. C. Hill, Mr. H. T. Johnson, Mrs. E. May Morgan Kelly, Mrs. E. A. Leonard, Mrs. Alberta Levingston, Mr. John C. Levingston, Mr. John C. Levingston, Mr. J. L. Levister, Miss Maye E. Ligon, Mrs. Louise F. Perrin, Mr. W. W. Smith, Mr. R. H. Toole, Miss E. M. Yeargin, Mr. J. H. Baker, Mrs. Ruth B. Cathcart, Mrs. Lizzie Dee Brandon, Mrs. Geneva P. Brown, Miss Nannie H. Morgan, Mrs. Lucy P. Eaton, Mrs. N. H. Fuller, Mrs. Martha H. Jackson, Miss Juanita H. Cain, Mrs. Mildred T. James, Miss Pattie M. Love, Mrs. Faye P. Maye, Miss H. B. Davis, Mrs. Anna P. O'Kelly, Mrs. Carrie M. Prather, Mrs. Gwendolyn Y. Reid, Miss Fannie J. Sims, Mrs. Eva P. Wiley, Mrs. Kathalene Thomas, Miss Louise Redd Williams.

Wake County Unit

Apex Elementary School

Mr. P. A. Williams, Mrs. Sadye F. Baldwin, Mrs. Ethel P. Beasley, Miss Portia M. Chambers, Miss Mayme Evans, Miss Eula I. Haywood, Mrs. Mabel M. Matthews, Mrs. Louise Cain Webb, Mrs. Alma A. Williams, Mrs. Elizabeth H. Williams.

Berry O'Kelly School
(100 per cent)

Mr. E. A. Johnson, Mrs. Effie Hall Ballentine, Mr. L. T. Brown, Mrs. M. E. Y. Evans, Mrs. Grace W. Horton, Miss Everhardt M. Ligon, Mrs. E. B. Lytle, Miss Annie Mae Mangum, Miss L. C. McFadden, Mrs. V. C. Moore, Mr. W. D. Moore, Miss Annelle B. Reide, Miss Sadye P. Williams, Miss E. L. Hunt.

Garner High School
(100 per cent)

Mr. C. A. Marriott, Mrs. Lottie Harris Rollins, Mrs. Mary McIver Lewis, Miss Cora E. Slade, Miss Tressie T. McCrimmon, Miss LenNola McClain, Mrs. Beulah Robinson, Miss Iris B. Lane, Mrs. Bessie W. Moore, Miss Elizabeth Jordan, Mrs. K. M. Haywood, Miss Geneva Stroud.

Fuquay Springs High School
(100 per cent)

Mr. J. S. Davis, Mr. L. M. Burton, Mr. J. C. Atwater, Mr. J. E. Speed, Mrs. S. R. Speed, Mrs. C. H. Winters, Miss J. S. Lee, Miss A. M. Claigg, Mrs. H. E. Gill, Mrs. A. M. Walden, Mrs. Minnie Slocum, Mrs. J. L. Daly, Mrs. P. T. Atwater, Mrs. C. B. Justice, Mrs. M. H. Davis, Mrs. L. H. Watts, Mrs. V. H. Speed, Mrs. M. E. Mack, Miss M. Turner, Miss B. Hawkins.

Lockhart School
(100 per cent)

Mrs. Odessa H. Roberts, Mrs. Ethel Alston Baines, Mrs. Rosa Birdsall, Mrs. Mattie Bunn, Mrs. Dorothy Goodson, Mrs. Lillian Haywood, Mrs. Aizer Kearney, Miss Mabel Moore, Mrs. Mary B. Sapp, Miss Annie Smith, Mrs. Thelma Adams Thomas, Mrs. Cora Smith Henry.

DuBois High School
(100 per cent)

Mr. L. R. Best, Mrs. Doris A. Best, Miss Annie L. Brewington, Mr. T. J. Culler, Miss Thulula V. Parker, Miss Doris J. Ready, Miss Vivian L. Anderson, Mrs. Geneva D. Banks, Miss Rhoda M. Joyce, Miss Myrtle L. Lucas, Mrs. Lillie S. Murray, Miss Ada Ruffin, Miss Margaret C. Shaw, Miss Erline J. Stroud, Mrs. Bessie M. Taylor, Mrs. Ethel M. Thompson, Miss Edna M. Tolliver, Miss Vivian O. Windley.

Wendell School

Mrs. Addie Harris, Mrs. Maggie L. Hall.

Shepard High School

Mrs. Marie S. Wilcox.

At Large

Miss M. McIver, Mr. G. F. Newell, Mr. A. E. Manley, Mr. G. H. Ferguson, Miss Jennie Douglass, Mr. S. W. R. Slade.

County Group

Mrs. B. M. Edwards, Mrs. Erma Tyson, Mrs. Beatrice Williams, Mr. James A. Watkins.

WARREN COUNTY

Warren County Unit
(100 per cent)

Mrs. Lula R. Davis, Mrs. Annie B. Alston, Mrs. Flora W. Alston, Mrs. Mary L. Arrington, Miss Polly W. Allen, Mrs. Irene P. Alexander, Mr. McCarroll Alston, Miss Emly Baker, Miss Lee Burchett, Miss Mary K. Baldwin, Mr. J. E. Branch, Mrs. Esther C. Branch, Miss Ella Cheek, Miss Ogletree S. Carroll, Mrs. Mabel Bryant Davis, Miss Carrie B. Davis, Miss Rosa L. Davis, Miss Ruby E. Davis, Rev. R. W. Davis, Mrs. Mable J. Davis, Miss Winnie B. Dowtin, Miss Ella Mae Kearney, Miss Hattie J. Kearney, Mrs. Mabel P. Falkener, Mr. C. C. Fitts, Mrs. Emma Fitts, Rev. C. L. Faison, Mrs. Aurelia Green, Miss Louise V. Graves, Miss Mildred Harris, Miss Edna W. Harris, Mr. L. B. Henderson, Mrs. Mary E. Henderson, Mrs. Cora Harris, Miss Rosa Ingram, Miss Bettie E. Johnson, Miss Betty H. Jenkins, Rev. D. A. Johnston, Mr. Matthew Johnston, Mrs. Ada S. Johnson, Miss Dorothy Judkins, Miss Gladys G. Laws, Miss Millie Long, Rev. J. E. McGrier, Mrs. Cornelia McGrier, Mrs. Louise W. Myrick, Miss Carrie Moore, Mr. C. I. Martin, Miss Clara J. Nicholson, Miss Mary E. Patillo, Miss Fannie Plummer, Mrs. Berdie Plummer, Mr. James Plummer, Mrs. Rosa Alston Peoples, Rev. T. H. Pettiway, Mrs. M. H. Ramey, Mrs. Marjorie W. Ross, Mrs. Lelia Richardson, Mrs. Lula J. Sailman, Mrs. Enolia L. Streeter, Miss Betty M. Solomon, Miss Louise Somerville, Mrs. Virginia Telle Smith, Mrs. Francis J. Spruill, Mr. James Arthur Spruill, Miss Hattie Taylor, Miss Cora Teele, Mrs. Gracie Turner, Mrs. Pattie G. Tyson, Mrs. Marie Thomas, Miss Freddie Warwick, Miss Ruth Warwick, Miss Eleanor Wright, Miss Lucy Wortham, Mrs. Mary M. Williams, Mrs. Hattie J. Williams, Mrs. Ada J. Waller, Miss Naomi Walker, Miss Carrie Williams, Miss Ophelia M. Watson.

John R. Hawkins High School
(100 per cent)

Mr. D. M. Jarnagin, Mr. J. Lincoln Brown, Mr. Elbert E. Jones, Mr. Grafton F. Mitchell, Mr. Alonzo T. Kelly, Mr. David N. Henderson, Miss Martha P. Owens, Mrs. Levine E. McGrier, Miss Esther C. Burgess, Miss Eliza V. Carroll, Miss Betty N. Newsome, Mrs. Beulah H. Peters, Miss Nina W. Anthony, Miss LaVerne B. Miller, Miss Celestine P. Falkner, Mrs. Louise V. Haywood, Miss Dean E. Tyson, Mrs. Chestine V. Henderson, Miss Lula B. Ingram, Miss Tenna M. Ellis, Miss Clara L. James, Mrs. Lucy E. Ramsay, Mrs. Annie M. Alston, Miss Mary J. Davis, Mr. Henry G. Rose, Mr. Walter W. Harris, Mrs. Verdell Johnston, Rev. S. F. Daly.

Warren County Training School
(100 per cent)

Mr. G. H. Washington, Miss L. P. Davis, Mrs. M. H. Davis, Mrs. B. R. Jones, Mrs. B. L. Ingram, Mrs. I. J. Bagley, Mr. Charles A. Robinson, Jr., Miss D. G. Davis, Miss Nancy L. Hairston, Mrs. Esther Cheek Bolden, Mrs. M. P. Diggs, Mrs. J. P. Foster, Miss Clara Celestyne Barnes, Miss Jessie Cornelia Moses, Miss Cleo K. Whitaker, Miss Annie Lee Teele, Mrs. M. E. Washington, Mrs. O. F. Kearney, Miss Catherine Johnson, Mr. J. L. Bolden, Mrs. Mary L. H. Peede, Prof. G. E. Cheek, Mrs. E. B. Cheek.

WASHINGTON COUNTY

Washington County Unit

Supt. H. H. McLean, Alonzo R. Lord, Madelyn E. Watson, Josie W. Thompson, Charles V. Bell, Helen A. Whitfield, Maggie Ruth Anderson, Velma Lee Turnage, Henritta M. Montague, Abbie B. Johnson, Gladys W. Wichard, Sophia Spruill, Vonbeulah Spruill, Lula Barrett Lloyd, Frances Spencer Lindsey, Madeline A. Galbreath, Mary Murray Lord, Julia Alberta Griswell, Reunice A. Walker, Emma D. Walker, Mary C. Austin, John H. Battle, Sarah F. Speller, Elmer Vanray Wilkins, Robert L. Graves, Elizabeth W. Wilkins, Truda Boyd Carter, Olean Dec. Black, Samuel Wynn, Minnie Lee Freeman, Daisy Lee Clarke Scott, Helen H. Hawkins, Erma Cooke Wilkins, Martha E. Littlejohn, William E. Honeyblue, Montrose O'G. Bais, Thomas A. Wilkins, Trumilla L. Brickhouse, Maggie B. Riddick, Rosetta Honablew, Melton W. Bryant, Azzelia F. Norman, Rosa L. Brickhouse, Peter Littlejohn, Mildred B. Garrett, Pencie C. Nixon, Dorothy Mae Jones, Annie C. Honeyblue, Mariah E. Baum, Cora R. Honeyblew, Theressa O. Hill, Goldie E. Parker, Doris V. Halsey, Doris Jeannette, Margaret Heath Berry, Mrs. Anna W. Mitchell.

WATAUGA COUNTY
(100 per cent)

Watauga Consolidated School

Mr. Louis W. Thompson, Jr., Mrs. Bertha M. Neal, Miss Lucy W. Hodges.

WAYNE COUNTY

Goldsboro City Schools
(100 per cent)

Dillard High School

Mr. H. V. Brown, Miss Geneva Bass, Mr. C. I. Bland, Miss Josie M. Boney, Mrs. Alice H. Brown, Mrs. Mayme Corney, Mrs. E. L. Dubisette, Miss Rosa Gray, Mr. James E. Green, Miss Chority Hatcher, Mrs. Minnie Jackson, Mr. Henry Johnson, Mrs. Thelma Johnson, Mr. T. S. Johnson, Mrs. Pauline Mattison, Miss Chanie Morgan, Mr. Clyde Pickett, Miss Arlena Riggsbee, Mrs. Roberta Wright, Mrs. Esther Fennell, Mrs. E. Younge, Mrs. Dorothy W. Hordy, Miss E. O. Smith.

School Street School

Mr. R. C. Christian, Miss Rosa Atmore, Mrs. Theressa Bland, Miss Mary Brown, Mrs. M. P. Christian, Miss Maxine Coley, Miss Virginia Faison, Mrs. Sudie Frederick, Miss Sadie B. Grantham, Mrs. Alice Hagans, Mrs. M. B. Holt, Mrs. Sallie Y. Holt, Mrs. Alicia Stitt, Miss Hattie B. Whitley.

East End School

Mrs. Z. W. Borah, Mrs. Geneva Council, Mrs. Pearl Foster, Mrs. Lillie B. Frederic, Mrs. Mary B. Gavin, Mrs. Margarett Johnson, Miss Wilma Jones, Mrs. Cleo House, Miss Mattie Belle, Mr. H. B. Lucas, Mrs. Valeria Morgan.

Greenleaf School

Mrs. Nannie Frederick, Mrs. Dorothy Barnes, Mrs. Catherine Bond, Miss Arabia Bun, Miss Ruth Everett, Miss Susie Faucett, Mrs. Esther Guess, Mrs. Susie Newsome, Mrs. Valnolia Scott, Mrs. Louvenia Williams, Mrs. Arlena Parks.

Carver High School
(100 per cent)

Mr. C. H. McLendon, Mr. W. H. Monroe, Mr. P. O. Anders, Miss E. G. Slade, Miss D. M. Parrish, Miss N. G. Herring, Mrs. C. H. McLendon, Miss E. R. Jordan, Miss C. A. Holmes, Miss P. L. Durham, Mrs. A. E. Hickerson Williams, Mrs. P. W. Connor, Miss F. M. Lindsay, Miss M. C. Bell, Miss E. D. Wynn, Miss Elizabeth Armwood, Miss W. L. Sampson, Miss A. L. Cobb, Mrs. C. D. Brock.

Fremont Colored High School
(100 per cent)

Mr. G. L. Harper, Principal; Mrs. E. M. Harper, Miss L. E. Edwards, Mrs. N. H. Spicer, Miss E. M. Aycock, Miss L. S. Jones, Miss E. M. Mewborn, Miss E. Hamilton, Miss M. R. Goodson, Miss E. Butler, Miss A. Haskins, Miss M. Hill, Miss M. S. Ward, Miss A. P. Scott.

Central High School

Mr. W. M. Reinhardt, Mr. C. E. Thompson, Miss Mildred L. Williams, Miss Ruth Newsome, Miss M. Pearl Smith, Miss Janie Shipman, Mrs. Thelma Branch, Miss Sara Bright, Miss Velma F. Foster, Miss Jennie S. Davis, Mrs. Laura Clarke Smith, Mrs. Gertrude Forbes, Mrs. Thelma Darden McKiethan, Mrs. Annie R. McKinnie, Mrs. Mary Barnes Smith, Miss Nina I. Holt, Miss Josephine Smith.

Wesley School

Mrs. M. M. Kornegay, Mrs. Mabel C. Joyner, Miss Crettie L. Slocumb.

WILSON COUNTY

Wilson City Schools

Darden High School
(100 per cent)

Mr. E. M. Barnes, Miss Cora M. Washington, Mr. J. M. Miller, Jr., Mrs. Rosa L. Williams, Mrs. Ethel D. Alexander, Mrs. Estelle L. Shade, Mrs. Catherine T. Watson, Mrs. Marion H. Miller, Miss Johnnie R. Taylor, Mrs. Annie M. Dupree, Mrs. Estelle D. Foster, Mrs. Mamie E. Whitehead, Mrs. Alice H. Jones, Mrs. Dorothy H. Ellis, Mrs. Margaret E. Kornegay, Miss Lucy I. Barnes, Mrs. Odell W. Barnes, Mrs. Cora J. Fitch, Mr. A. G. Walker, Mrs. Helen D. Whitted, Mrs. Flora C. Bethel, Mr. J. Freeman, Mr. C. W. Hines.

Vick Elementary School
(100 per cent)

Mr. M. D. Williams, Mrs. Ruth J. Brown, Mrs. E. Courtney Fitts, Miss Jessye J. Cooper, Mrs. Julia B. Harrell, Miss Vera L. Greene, Mrs. Johnnie K. Boatwright, Mrs. Addie D. Butterfield, Miss Minnie R. Lewis, Miss Edna G. Taylor, Mrs. Mary G. Harris, Mrs. Elaine C. Lee, Mrs. Ivary L. Satchell, Mr. Malcolm D. Williams.

Sallie Barbour School
(100 per cent)

Mrs. E. P. Reid, Mrs. Marie Mitchiner, Mrs. Georgia Wyche, Mrs. Myrtle L. Mitchell, Mrs. Louise C. Sherrod, Mrs. Margaret W. Hines, Mrs. Lurean Zachary, Mrs. Willie H. Smith, Mrs. Tempsie Jones, Mrs. Lucy Davis, Mrs. Clyde D. Foster, Miss Amanda Daniels, Miss Ellsworth Sadler, Miss Martha Robertson.

Frederick Douglas High School
(100 per cent)

Mr. Robert A. Johnson, Miss Elizabeth V. Steele, Mrs. Grace M. Johnson, Mrs. Mary B. Gaston, Miss Laura L. Garner, Mrs. Alice N. Spivey, Mrs. Annie W. Bostic, Miss Mae B. Bryant, Mr. William A. Harris, Miss Helen L. Underwood, Mr. Earl C. Burnett, Miss Clara G. Cooke, Mrs. Evelyn P. Daughtry.

County Group

Miss Bettie E. Best.

Victor Rotnem Denies PM's Story

$17,000 RAISED IN WILMINGTON WAR CHEST DRIVE

"WILLKIE'S LOSS BLOW TO HUMAN DECENCY," WHITE

ACTORS MUST LEAVE HOMES

Los Angeles Judge William J. Palmer ruled that an agreement was deemed sufficient to enjoin Negroes from living in the neighborhood.

Attorney Loren Miller argued in vain that 10% of those living ■ the area were Negroes or Mexicans and that the public school enrolled 80% of students of the same ancestry.

Judge Palmer's decision ruled out ■ California State Supreme Court opinion which stated that a changing condition of a neighborhood softened the contract.

Jurist Palmer said that the 14th amendment would be worth little if courts failed to uphold the right of contract.

Noble Sissle, one of those involved meanwhile, has been elected chairman of the Little Theatre Guild of Los Angeles.

—V—

NAACP HEAD CLOSE FRIEND OF WILLKIE

NEW YORK—Visibly grieved over the sudden death of Wendell Willkie, the man who stood stalwart and oft times alone in his fight for equality of rights for the common man, Walter White said in ■ statement to the daily press, "Wendell Willkie's death is the greatest blow to human decency which any man's could have possibly caused. I was proud to have numbered him as one of my most intimate friends. In talking with im a few days before he entered the hospital, he reiterated th cardinal principle of his life that the rights of minorities and a decent international understanding were the most important problems facing America and the world today. Negroes have lost one of the truest friends they have ever had."

(Continued on back page)

—V—

DR. CHARLOTTE H. BROWN SPEAKS IN CHICAGO

CHICAGO—Dr. Charlotte Hawkins Brown, president of Palmer Memorial Institute, Sedalia, will be among the notables on the program of the Chicago Civil Liberties in the Windy City, Oct. 23.

Capt. Hugh Mulzac, of the U. S. Merchant Marine, Ferdinand Smith, secretary-treasurer of the National Maritime Union and Carl Sandburgh, author, are among the other participants.

THE CAROLINIAN

VOLUME XXV, NO. 19 — SATURDAY OCTOBER 21, 1944 — RALEIGH, NORTH CAROLINA — PRICE FIVE CENTS

NEGRO PRESS TO HAVE STAFF FOR WAR NEW

WASHINGTON — Sources close to the War Department reported this week that Maj. Kenneth E. Campbell, former field artillery officer with the 695th outfit of the 92nd Division, will head ■ staff of five experienced newsmen to facilitate news collection for the Negro press in the European Theater of Operations.

Members of Maj. Campbell's staff are: Sgt. Trezzevant Anderson, Associated Negro Press; Sgt. Peyton Grey, Afro-American; Pvt. John S. Kinloch, California Eagle and Pvt. Charles P. Howard, Iowa Bystander.

Sgt. Earl W. Tibbs, Pittsburgh photographer, has been assigned to the group.

DR ADAM

Race, Not Mutiny In Trial of Negro Seaman

DR. POWELL REMAINS PASTOR OF ABYS...

NE...
by

Thurgood Marshall Investigates Charges

WILMINGTON NE-...ES TOPS IN

FBI To Investigate Murder, Says Rot...

WASHINGTON — Denial of a story published in the New York newspaper PM that he used the opprobrious epithet "n——" in referring to Negroes was made here this week by Victor Rotnem, chief of the civil liberties section of the Attorney General's office.

A PM reporter quoted Rotnem as using the term when interviewed regarding his department's plan to prosecute the accued slayers of aged Isaac Simmons in Amity County, Mississippi recently.

Rotnem told a press association representative, "I neither speak nor think in the terms of the language attributed to me in the recent PM story." "My record speaks for itself," he said.

Rotnem left the impression that FBI investigation of the Isaac's murder would be pushed. He stated the case was not to be confused with a "lynching" inasmuch as "private individuals were apparently involved."

Atty ... T... ...tors with ... of the A... F. Cla... Perry, ... J. S. R... B. J. L... R. West, ... J. C... atto... chief of the ...tion in the mission w... Wilson Weaver, ... Cabinet" executive ...ky's Racia... sion ■ Ch...

MART... CH...

Re... proxima... Martin raised recentl... church accordin... pastor.

A total having been ... en months of ... ministration. Son... are said to have bee... ■ Sunday School Depa... tendance of approximately two hundred, which is housed in a new beautiful annex.

The mortgage burning service is planned to be held at the regular morning service on the first Sunday in November.

—V—

A PAPER Serving the PEOPLE of CAROLINA

- NEWS
- PICTURES
- FEATURES
- COMMENTS

Who won the Essay Contest?
Who won the football game?
War Bond Drive?
What's your church doing?
Who was married?
Whose loved one passed?
Or any other item of community interest.

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RALEIGH, N. C.

Tune in WRAL—Raleigh—Fridays—7:30 P.M.

Two staunch supporters of President Roosevelt exhibits the new "Roosevelt-for-President" buttons. Mack D. Rowe, veteran Democrat of Harlem is shown pinning a button on James Curtis Brown, one of the leading business men and an active Democrat of Florence, South Carolina.

Voting Clinic Sponsored By College Women's Ass'n

At the Fayetteville Street Baptist Church, Sunday, October 22, at 5 p.m. the Raleigh branch of the National Association of College Women will hold ■ Voting Clinic. Plans for this program submitted by the Civic Service Committee, Mrs. Nora Lockhart, chairman, and Mrs. Olivia Shelton, secretary, were approved by the club at its regular meeting, Monday, October 16 in Shaw Hall, on the Shaw University campus.

The program for the occasion will include ■ discussion by the Rev. S. F. Daly, author of "How to Register and Vote", regarding qualifications for voting, procedure, etc. There will also be a short, peppy address relating to the duties of citizens in ■ democracy. The women of the city are especially urged to be present.

Other committees reporting as Mrs. Louise F. Perrin presided, were the Bazaar Committee, Miss Mary Miller, chairman; Social, Miss Sue Grice; Program, Mrs. Josephine Clanton reporting in the absence of Miss Nelson. Miss M. B. Bugg gave tentative plans for the Southeastern Regional which will convene for [illegible] day at the Sojourner Truth YWCA, Saturday, November 11.

Mrs. Ethelyne Thomas read a couple of inspirational poems at th beginning of the meeting. Mrs. Clara Hunt and son, Irvin, were welcomed by the president. Hostesses: Mrs. Louise Perrin, Mrs. Minnie Fields, Miss Mary A. Miller and Miss Patricia Stewart served a plate of chicken salad on lettuce, crackers, potato chips, olives, tomatoes and coffee.

—V—

...d Prexy Says ...ide Will Not ... High Mark

...ON— President ...ason of Howard ...ty told the insti... freshmen here ...at the tide of ...iority" "which ■ receding will ...ach the high mark ...erican labor move... ...e of age", the ..."and is organiz... ...s as human ...solidated or... ...ng the bar... ...d sex."

...ied At St. ... N. C.

...s 1:27-28. The keynote ...on was "Jesus is the ... of everything and ...s is not in is a fail... ...en ...ded to out... ...ions of the ...ould preach ...es was the ...pastor of the ...ch, Charlotte ... Baptist Min... Prominent ...v. J. L. ...ndship Rev. Ebe... ...lotte. ...J. P. ...Fross, Smith. ...der, Jr., ...ch, Char... ...endon, Ham... ...t. Goins, Southern ...ines.

Remarks were made by Deacon J. W Moore of St. Paul Baptist Church and the pastor, Rev. J. F Wertz.

Music was rendered by the Friendship Baptist Church Choir of Hamlet, North Carolina.

Practically every religious denomination was represented: Episcopal, Methodist, A.M.E. Zion, Presbyterian, and Baptist. Visitors included persons from Hamlet, Southern Pines, Rockingham and Gastonia.

The Church called Reverend J. F. Wertz as pastor on May 15th, after the retirement of Rev. P. M. Mayfield, pastor of the church since 1915. The new pastor was educated at N. C. College and Shaw University. He served ■ pastor of Shiloh Church at Maxton for 12 years and 10 years at First Baptist in Southern Pines. He was former Director of Religious Education and the Baptist Training Union Convention of North Carolina, and is now a member of the board of the National Sunday School and Baptist Training Union Congress of America, Inc.

—V—

PERSHING HOTEL RETURNED TO CIVILIAN OWNERS

CHICAGO — The Pershing Hotel here has been returned to its civilian owners, headquarters of the Sixth Service Command announced last week.

The hotel was [illegible] over for use of military personnel, but was returned to its management when, apparently, the War Department discovered that seize would cause undue hardship among the civilian occupants.

TOLERANCE AMONG YOUTH EMPHASIZED

NEWARK, N. J.—Inter-racial, labor, civic and church groups are cooperating here this week to stage a mammoth Unity Week in which 30,000 of the city's children are scheduled to participate.

The children have already pledged 'to refrain from knowingly spreading racial and religious hatred."

—V—

Troops In Italy Contribute To Teachers College Student Fund

...FAYETTEVILLE—A letter from the Fayetteville State Teachers College Alumni Association explaining [illegible] plan to establish ■ student loan fund in memory of the [illegible] Mrs. Nannie L. Smith, [illegible] its way to Italy [illegible] to 1st Sgt. Johnnie Thompson, ■ member of the association. Sgt. Thompson immediately called ■ meeting of his [illegible] a Q.M. Service company, and put the matter before [illegible] The response was an instantaneous and generous gift of $111.47. This contribution has been a tremendous boost to the fund which will be used in large measure to aid returning service men to resume and complte their study at the institution.

The college, the alumni association, and friends are very grateful to Sgt. Thompson and his company, and are wishing for them good fortune during their campaigns abroad and a safe return home when the war is won.

—V—

LONDON—German war prisoners are being nursed by members of the all-Negro nursing unit which arrived in the United Kingdom last August, the Associated Negro Press reported Wednesday.

Dr. Shepard Challenges Ministers To Take Inter-racial Lead

WILMINGTON, N. C.—A challenge to Negro and white pastors to take the lead in urging ■ more friendly cooperation between the races was voiced here this week by President James E. Shepard, of North Carolina College, Durham.

Dr. Shepard was the principal speaker here Sunday at exercises commemorating the 80th anniversary of the founding of the St. Stephen's A. M. E. Church.

Representatives from the Wilmington Interdenominational Ministerial Alliance, composed of Negro and white pastors, attended and participated in the exercises.

"Progress made in church and racial affairs during the past 80 years ■ but a foundation upon which this generation of church[illegible] of both races can erect institutions for the improvement of man and the glory of God," Dr. Shepard said.

"To bridge the interracial and interdenominational [illegible] between precept and practice is ■ debt this generation owes to posterity," he continued.

"The leadership of the Christian church—a leadership of laymen and pastors—should assume positive and constructive responsibilities now to promote peace and harmony," the educator said.

Pointing out that a need for closer cooperation exists between denominations as well ■ between races, Dr. Shepard said "America's promise of equality of opportunity for all men cannot be realized unless and until all men are willing to cooperate in ■ positive realization of "this Christian, American dream."

Dr. S. G. Thompkins, pastor, presided at the services and introduced the Rev. R. I. Boone who presented Dr. Shepard to the audience. Dr. Herbert of the white Grace Methodist Church and Dr. Barkley of the white Fifth Street Methodist Church attended and participated in the celebration.

—V—

Tune In Station WRAL
Friday at 7:30 p.m.
Listen To
"THE NEGRO NEWS OF THE WEEK"
A Weekly Feature of
[illegible] CAROLINIAN
CHARLES R. RAY
Announcer

REGISTERING AND VOTING MADE EASY

(Continued From Last Week)

How To Register

After making sure that he has met the five qalifications laid down by the State for registering, a citizen desiring to register appears before the registrar at the place of registration in his precinct or district at the time of registration and to the election officials makes known his desire to register. The registrar will then ascertain whether the applicant meets the five qaulifications for rgistering already enunciated, probably requiring the citizen at this time to read and write a section of the Constitution.

If these qualifications are met satisfactorily to the registrar, the citizen will then be asked (a) his name, (b) his age, (c) place of birth, (d) place of residence, township or ward if he resides in an incorporated town or city, and (e) with what party he desires to affiliate. ■ you are registering in this State for the first time the oath of loyalty will then be administered. This oath is ■ follows:

"I do solemnly swear that I will support the Constitution of the United States, and the Constitution of Norh Carolina not inconsistent therewith,

(Continued ■ [illegible] page)

LOUISIANA PAPER WILL REVEAL 20,000 YRS. OF NEGRO LIFE

INDIANAPOLIS—The Indianapolis Recorder has announced ■ six section, 192 page Victory Progress edition. The Indiana newspaper will bear the title, "20,000 Years of Negro Life."

It will discuss the Negro's progress in politics, religion, education, science, sports, economics, business life and his activities in the fighting forces.

Dr. W. E. B. DuBois, George Schuyler, Dr. Emmett Scott, Dr. Robert Hutchins and many others ■ listed as contributors.

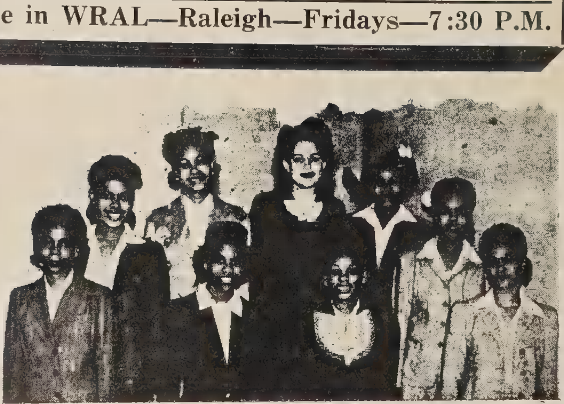
—V—

Greensboro Professor Joins Red Cross

GREENSBORO—A. Russell Brooks, professor of English at ■ and T College here, [illegible] been appointed to an overseas position with the American Red Cross, close friends revealed this week.

Mrs. Brooks will succeed her husband on the college faculty.

Give To The War Fund!



WHO WILL BE MISS VICTORY? Cadet Nurses of Saint Agnes School of Nursing stage Victory Contest.

Front row, reading from left to right: Marie Smith, Emma Mitchell and Mae Jones.

Second row, Juanita Macon, Kathleen Lawrence, Margaret Young, Bernice Boddie, Rose Bud Jones.

The class buying the largest amoun of War Bonds, their candidate will be crowned "Miss Victory."

Miss Boddie was crowned last year, a freshman student. Her class bought $458 in Bonds and Stamps.

ST. AGNES ROUNDS 48 YEARS OF SERVICE

On ■ cold Autumn day in 1896, St Agnes first opened its doors for service and aid to the sick under the very abled direction and supervision of Mrs. A. B. Hunter.

hospital and training school are actually beginning to witness the dawn of a [illegible] day.

In June 1940, Mrs. Rosa Mai Godley, now director of Nursing

tablishing ■ Board of Managers with Mr. Alexander Webb, Sr. as chairman. His accomplishments are innumerable and matchless. His generous spirit toward humanity has been manifested by his giving unselfishly, untiringly and unceasingly of both his time and money to raise the standards of St. Agnes, with educational facilities which have enabled it to afford unusual opportunities for larger and better services—this

MEMBERSHIP OVER 5,600

Volume XVI
Number 1

January
1945

North Carolina Teachers Record

Official Publication of the North Carolina Negro Teachers Association

A Good Beginning

RHYTHM BAND

JNO. R. HAWKINS SCHOOL
Warrenton, N. C.

J. E. BYERS
Principal

MISS T. M. ELLIS
and
MISS D. E. TYSON
Directresses

A Fine Development

WM. MASON COOPER HIGH SCHOOL BAND
Clayton, N. C.

N. L. CANNADY
Principal

J. A. HOLDEN
Director

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NEXT MEETING OF THE ASSOCIATION AT RALEIGH, N. C., MARCH 29TH, 30TH AND 31ST, 1945

North Carolina Teachers Record

Official Publication *of the* North Carolina Negro Teachers Association

Volume XVI | JANUARY, 1945 | Number 1

CONTENTS

Page

Some Opinions and Suggestions for Public School Music in Rural Schools 1
By Mrs. Elizabeth C. Reed, *Armstrong High School, Fayetteville, N. C.*

Frequency and Importance of the Services of Negro Parents To Their School and of Negro Schools to the Community 3
By Cleveland Hawley, *Principal, Creedmoor Colored High School*

"A Cooperative Study Group" 5
Mr. Marcellus C. Miller, *Coordinator, Eastman High School, Enfield, N. C.*

Editorials 8

Convention Date Ballot 10

Winning Health Through Foods 10
By Mrs. Ethel Blake Jones, *Teacher Fifth Grade, Spaulding School, Spring Hope, N. C.*

What Would You Do About Tuberculosis? 11

A Teacher's Philosophy 13
By Clara Celestine Barnes, *Warren County Training School, Wise, N. C.*

Dr. Dubois Evaluates Dumbarton Oaks Proposals 14

Science Can Be Fused Into Elementary Schools 16
By Jerry C. Johnson, *Edward Evans School, Fayetteville, N. C.*

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Membership dues in North Carolina Negro Teachers Association, $1.50 per year, which entitles each member to four consecutive issues of the North Carolina Teachers Record.

Entered as second-class matter January 15, 1930, at the post office at Raleigh, N. C., under the Act of March 3, 1879

Address all manuscripts for publication and all correspondence regarding membership, advertising, et cetera, to W. L. Greene, 115½ E. Hargett St., Raleigh, N. C.

Some Opinions and Suggestions for Public School Music in the Rural Schools

By Mrs. Elizabeth C. Reed,
Armstrong High School, Fayetteville, N. C.

Despite the confusion, disorder, turmoil and hate existing between nations, there are still manifestations of the human will indicating that in time order will come again and happiness will be restored to the earth once more. This international holocaust did not begin with material things, it began in the brains of men and women who instead of taking a hopeful, constructive, friendly attitude, have taken the opposite stand.

Guns do not fire themselves. Wars are started in someone's brain; and confusion stops only when understanding comes into the minds of many. Therefore anything which will bring more happiness, more contentment, more understanding, more order to the world and readjust the jumbled minds of men and women, is one of the remedies for world chaos and is of vast importance to every individual in our modern scheme of civilization.

Ever since the earliest days, mankind has looked to music as one of the divinely appointed agencies for leading men away from the lower levels of life to higher stages where he may gain loftier visions and broader concepts of his relationships to others.

Few people realize the important part music plays in their lives. The average person looks upon it as a pleasure, just one of life's delights instead of feeling that music is a gift, a blessing, and realizing that it is given to us for the purpose of uplifting, inspiring and urging us on to the ultimate in enjoyment.

Henry Ford said, "Teach your children to play some musical instrument. . . . Do not let them merely be listeners. What the world needs is creators of music and other fine things." For the past three centuries music in America has come over a long slow road to find its way into our civilization as an integral part of life. Many pioneers have had to give themselves to the task of blazing trails and many there are who are still clearing the ground. The whole development has come as a result of the music teacher.

The idea of music for only the particularly gifted has too long been fostered and accepted by school administrations. If our education is to adhere to democratic principles, then music like all other educational experiences must be extended to all. How may we as teachers in public school systems reach all of our pupils? There are many ways. Let us begin with our present school setups. Do you build your glee clubs, ensembles and choirs from your most talented pupils?

Many a child has wanted to participate in our music organization but has been refused the opportunity because he or she had no particular or exceptional talent. We not only thwart the child's interest in music but we help develop complexes. Let the child join! Allow him to "catch a ride" from his neighbor by whom he has been carefully placed and enjoy the thrill that comes from being an intricate part in the rendering of a beautiful song.

Watch the growth of these pupils. After a time you may find the exceptional talent that wasn't there. If not, you can be happy in knowing that you have helped to make a richer and more beautiful life through contact with good music.

One of the best ways to increase the attendance in our Parent-Teacher Association meetings is to appeal to our parents through music. Devote a special part of each meeting to the singing of good songs. What do we mean by good songs? Songs that have meaning in them for us as Home Songs, Community Songs, Nonsense Songs, Songs of Worship and Patriotic Songs may be so included. All of these will appeal to the lives of nearly everyone present.

One of the finest ways to familiarize the Music of the Masters to our parents is through the Music Memory Contest. Secure a number of good records. Have a short listening lesson on one of these at each meeting. Encourage the parents to listen to the radio for some of the numbers that have been played. Allow him the opportunity to tell when he heard them and by whom were they performed if he wishes. At the close of the series of lessons, play all of the records and see how many numbers each parent can recall. This is fun and yet you are teaching and broadening the musical concept of your parents.

Any parent will feel proud to know that when his boy or girl hums or whistles "Tonight We Love," "The Isle of May" and "Reverie," he is repeating the themes of Tchaikowsky's Concerto in B Flat Minor, Andante Cantabile and Debussy's "Reverie."

Suppose that all teachers in your community worked toward the ideals suggested above, then, at some time during the school year, the entire group could enjoy a "Community Sing." There could be no greater way of sharing the communal spirit that is often lacking among our patrons.

The term "Music Appreciation" is too often thought of in its narrowest sense. Many times what we really mean is a listening lesson. Music Appreciation is not confined to this phase at all. Any activity, passive or active, that stimulates and contributes to one's musical experiences may be thought of as a means of gaining appreciation.

Do we make the best use of all of these? The phonograph is still one of the most important means of bringing the world's best music to the ears of our boys and girls. Aside from this method we have the radio, movies, concerts, lectures and **most enjoyable of all — active participation.** When we are in doubt as to what are the best programs over many of our networks, or as to what will be the most ap-

pealing to our group of students, we may find suggestions in the New York Times which carries in its section on music a desirable schedule of the highlights in musical programs of the week. I have found it helpful to discuss this schedule with the pupils and then place on the bulletin board with the most important programs checked.

In rural areas where it is difficult to get into the nearby towns to many worthwhile programs, it is good to bring to your school as much of the "best" local talent as possible. Neighboring schools often have musical organizations of the same type as yours. Invite them to entertain your student body. Nothing is more inspirational to pupils than to experience what others within his own level are able to accomplish.

The greatest delight of all comes with the child's own performance. Allow the entire group to give a concert. Perhaps the group may not be able to give the entire recital but whether it is supplemented by special groups or not, let them perform in public. Remember **music is for all.**

Nothing discourages young children more than non-support from its audience. Doesn't effort mean something? Good listening is as important as good performing. In fact, the best listeners are usually the best performers. Teach the children to show by attentive listening and applause that they have enjoyed the renditions. Encourage the pupils to congratulate the performers personally when the concert is over. All of these aspects and more help broaden the meaning of music appreciation. Consider them the next time you use the term.

Why should we consider more carefully a definite program of study in the field of music? Aside from the pleasure and aesthetic development that music study affords one, there are other valuable reasons for placing more emphasis on the study of school music, especially in the grades. Often when we seek to find the vocational interest of high school pupils, we find that many of them are interested in music as a career or profession. What can we tell them? How shall we advise them?

We are well aware of the amount of formal music study given in most of our high schools. Usually it is not enough to enable a child to major in Public School Music when he enters college. He is very often further handicapped by lack of private lessons. Then what of the child's future? Generally, he pursues some course as a substitute, not because of his interest in it but because he must prepare himself in some way for the future.

We faithfully subscribe to the suggestions outlined in the Course of Study and Handbook when it comes to most of our school subjects but what about music? If we were to teach our children as much as possible of the music suggested therein, I daresay that more of our pupil's musical desires would be fulfilled.

Seven or eight years of a well-balanced music program will help make a more integrated personality and certainly it will improve the quality of pupils with which the music teachers in our high schools and colleges have to deal. We use every effort, psychological as well as pedagogical in order to help the child fully understand the Social Studies, Languages, Arts and Sciences. Do we put forth this same amount of ingenuity in our music programs?

Have you thought of the direct relationships between other school subjects and music? For example, have you thought of how the presence of water influenced the music of the peoples nearby as the Volga in Russia, the lakes of Norway, the canals in Venice and the once bright waters of the Mediterranean near Spain? Right away one can see an interesting Geography lesson approached from a musical viewpoint. Nearly all school subjects may be presented in some of its phases from the musical point of view.

Too often our School Music is a replica of Sunday's Church Services or last summer's revival. In observing the devotional exercises in some schools, I have often heard a bright-eyed seven-year-old break forth with "Wade in the Water." This is too far from the child's world. There are worship songs written within the child's line of thinking. Teach songs within the child's experiences. Guide his selection of songs and the way he sings them.

How many of us are guilty of allowing one unusually talented pupil to lead all of the songs? Some of us are, and by the time the pupil has entered high school he has little or no singing voice. Be careful of over burdening the same voices. All of us are not blessed with unusual singing voices and yet we need not be Jenny Linds to teach School Music. A simple, true to pitch, unaffected voice is best for classroom use.

Nothing can be more perplexing to a child than to have a teacher who is vocally gifted stand before him and sing a line of "Mary Had a Little Lamb" with so much tremolo in her voice that she sounds like a flute or with the "b" on "lamb" accented as though the world's greatest baritone was performing an operatic role. Make your voice like the child's voice!

With much encouragement and the use of many vocalises I have developed some soprano singers in our school choir with which I have worked for the past five years. When I first began with the choir, all of the girls thought they sang alto and strangely enough, these teen-age children preferred the heavier voice to the light soprano quality. They often said, "I just can't sing high."

For a time I tried to fathom the reason for this attitude because surely it was only an attitude. After much careful observation I concluded that because of the lack of instruments in most of our elementary schools, teachers have begun and allowed pupils to begin songs at very low pitches. Where the songs were harmonized, the altos were virtually basses—hence the habit of singing in a very low register. May I suggest to you to always use your pitch-pipes, as I feel sure that each teacher possesses one.

Time and space do not allow me to continue this message to you as fellow teachers, but I sincerely hope that you will awaken to the fact that our school music programs must be broadened and enriched if we are to develop the child as a whole and if we are to help prepare the child fundamentally for his life's career or a profession. Remember "Music for the Masses!"

Frequency and Importance of the Services of Negro Parents to Their School and of Negro Schools to the Community

By CLEVELAND HAWLEY, *Principal, Creedmoor Colored High School*

Summary of a thesis submitted to the Faculty of the North Carolina College for Negroes in Partial Fulfillment of the requirements for the degree of Master of Arts in Education.

ACKNOWLEDGMENTS

Sincere appreciation and deep gratitude is expressed to all the Principals, Teachers, and Parents of Granville County, North Carolina, who have cooperated in the pursuit of this study.

Very special acknowledgment is due Professors W. J. McKee and K. K. King, the advisers, who gave constant attention and able direction to the development of this study. Thanks are also expressed to Superintendent B. D. Bumm, and Superintendent C. G. Credle, County and City Superintendents, respectively, of Granville County, North Carolina, for their assistance, and for contributions of varying types which they have rendered. Their interest and encouragement have been a source of inspiration and pleasure.

Grover Cleveland Hawley.

Statement of the Problem. In this thesis an attempt is made to investigate the following: First, the services which parents are rendering to their schools; second, the services which parents are interested in rendering to their schools beyond what they are now doing; third, the services which schools are rendering to the adult population; fourth, the evaluation of both of the above types of services, with suggestions for improvement where these services are weak.

How the Problem Arose. In every community, large or small, there should be a close and sympathetic understanding and cooperation between the home and school. The home and the school should work together for the benefit of the pupils. Each should recognize the needs, wishes and problems of the other. Not only should these needs, wishes, and problems be recognized, but they should be carefully analyzed, and definite attempts made to solve them in a beneficial and satisfactory manner.

After being employed as principal and teacher in Granville County, North Carolina, for a number of years and being reasonably well acquainted with the school - community situation as it actually exists in this county, the author is convinced that many of the parents of the children enrolled in the Negro schools of this county show a lack of interest and service to these schools and some of the schools show also a lack of services to the adult people. The discovery of these facts has led to this investigation with the hope of determining the possible remedies for any such lack of services on the part of these parents and also on the part of these schools.

Analysis of the Problem. The problem is developed in accordance with the following analysis:

A. What are the services that the parents of the children enrolled in the Negro schools of Granville County, North Carolina, have rendered to their schools?

B. The value and importance of the services which these parents have rendered to their schools.

C. Suggestions for the improvement of these services.

D. What are the additional services which the parents of the children enrolled in the Negro schools of Granville County, North Carolina, are interested in rendering to their schools?

E. What are the services which the Negro schools of Granville County, North Carolina, are interested in rendering to the adult Negro people of this County?

F. The value and importance of the services which these schools have rendered to the adult Negro people of the county.

G. Suggestion for the improvement of these services.

Assumptions of the Study. Upon careful examination of the problem under consideration, one becomes aware of five basic assumptions, which are:

1. That certain parents of children enrolled in the Negro schools of Granville County, North Carolina, are interested in their schools and are rendering services to them.

2. That many of the Negro schools of Granville County, North Carolina, are rendering services to the Negro people of this County, and realize that they should render greater services.

3. That certain parents of children enrolled in the Negro schools of Granville County, North Carolina, show at the present time a lack of interest in their schools, and of service to them.

4. That the data secured from the parents and from the schools represent the actual interests and services of these people to the schools, and of the institutions to the people.

5. That there are possible remedies and improvements for any present revealed lacks of interest and services on the part of the parents or of the schools.

Limitations of the Study. The study is limited to Granville County, North Carolina, to the Negro schools of this County, and to the parents of the children enrolled in these schools. The study is further limited by the amount and accuracy of the data obtainable from parents and from schools.

Sources of Data and Method of Procedure. Data, in regard to parents' services to schools, parents' interest in additional services to

schools and also schools' services to the adult population, were secured from questionnaires and check sheets sent to individual parents, teachers, and principals who had one or more children enrolled in these schools.

Evaluations and recommendations for the improvement of the parents' and schools' services were made by parents and educators, consisting of superintendents, supervisors, college instructors, principals and teachers.

Survey of Related Studies. Research studies on this topic are limited in scope; however, enough has been written for one to form definite ideas of the interests and services which parents render to schools and also of the interest and services which schools render to parents.

A summary of current studies and literature on the above topic reveals that parents are in a position to and should render the following services to their schools.

1. Seek to understand the aims, objectives and goals of the school.
2. Visit the school and get acquainted with the teachers.
3. Study their children and learn to know their strengths and their weaknesses.
4. See that their children attend school regularly, get nutritive food, sufficient sleep, and have adequate and regular time for study.
5. Join the parent-teacher association and take an active part in its activities.
6. Donate time, effort, money, books, clothing, etc., for school purposes.
7. Study and make use of the resources, personnel and equipment of the school.
8. Cooperate with the school in its civic, social, and religious activities.
9. Aid in the safety and health program of the school.

Current studies and literature also reveal the following services which schools may render to the people of the community:

1. Make provision for parent visiting days, pre-school clinics, parent-study groups and a continuous study of community needs, resources, interests, etc.
2. Keep parents constantly informed on school policies, and current trends in education and industry.
3. Wage a continuous campaign against "dropping out" of school.
4. Influence and direct the lives of parents and pupils into useful and worthwhile channels.
5. Provide for individual differences among pupils and allow each pupil to develop to his fullest along vocational and avocational lines.
6. Provide a pleasant and healthful environment for the pupils.
7. Correlate the activities of the child, the home and the school.
8. Project themselves into the community and its activities.
9. Provide a program of adult education.
10. Cooperate with community agencies in the study, appraisal and utilizing, in a constructive and worthwhile manner, the resources, organizations, institutions and personnel of the community.

CONCLUSIONS AND RECOMMENDATIONS

Types of Services Rendered Most Frequently by Parents. Parents rendered most frequently to their schools those services which contributed directly or indirectly to their children's interests, needs, and general welfare, and which required a relative small amount of time, effort, ideas, finance, and planning on their part.

Types of Services Rendered Least Frequently by Parents. The services which parents rendered least frequently to their schools were those concerned largely with money, time, and valuable materials, and which required a considerable amount of sacrifice, effort, ideas, planning, and initiative.

Types of Services Considered Most Important by Parents. Parents regarded the services which they rendered most frequently as most important; such services which embodied, directly or indirectly, the personal element, and which required a relatively small amount of time, effort, ideas, planning, enthusiasm and finance.

Types of Services Considered Least Important by Parents. Parents considered as least important those services which they rendered least frequently, and which required the paying out of money, the donation of valuable materials and service, the giving of a considerable amount of time, effort, ideas, planning and enthusiasm.

Educators' Evaluation of the Services Rendered by Parents and Schools. According to the evaluation made by superintendents, college instructors, supevisors, principals and teachers (on the basis of chosen criteria) the services rendered by the schools were more valuable and worthwhile than the services rendered by the parents.

Outstanding Recommendations Made by Educators for the Improvement of Services Rendered by Parents. In improving parents' services to school educators advocated the following:

1. Greater interest and better understanding of the aims, goals, and objectives of the school on the part of the parents.
2. Greater emphasis should be placed on the development of all phases of the life of the individual child, along civic, social, religious, cultural and health lines.
3. Parents should seek a better understanding of the community, its resources, interests, needs, prejudices, potentialities, and especially its influence on their children.
4. More democratic participation, on the part of parents, teachers, and pupils in planning, organizing, and carrying out of school activities.

Outstanding Recommendations Made by Educators for the Improvement of Services Rendered by Schools. Educators were of the opinion that schools' services to parents could be improved by:

1. Improving, enriching and adjusting school curricula to meet the interests, needs, experiences, and potentialities of pupils.
2. Placing more emphasis on guiding and developing the individual child than on large group or mass education.
3. Making school activities more community-centered. There should be a study of the wider school community; its strengths and its weaknesses, with suggestions for gradual improvement of the latter.

Additional Services Which Parents Desire to Render. The addi-

(Continued on page 15)

"A Cooperative Study Group"

MR. MARCELLUS C. MILLER
Coordinator, Eastman High School, Enfield, N. C.

FOREWORD

No person has been born civilized. No man has come into this world with a working knowledge of the peculiarities of man's living habits. Every person who has enjoyed any small measure of civilization has gone through the process of acquiring information on the things that happened before his arrival. Since civilization does not stop with any single person's entrance or departure from this world, each person finds himself in a constant race to keep up with the world about him. This process of becoming informed and keeping informed constitutes our education. No matter what process, method or system used to impart this training, the ultimate purpose is the same—to make possible the rapid, useful and happy adjustment of the individual to an ever-changing environment.

Those who dare to teach are always confronted with the great possibility that they themselves may be inadequately informed! With an humbleness of purpose they must seek each day to direct and train other minds in matters of which their own knowledge and training are greatly limited! They must feel a grave responsibility for carrying on a wonderful heritage of human experience.

Completely fascinated by any minute portion of understanding that happens to be our own good fortune and with sincere gratitude to all of the innumerable people who have made this small portion possible, we are submitting this report of a "Cooperative Study Group."

Respectfully,

Marcellus C. Miller
William E. Jones
James A. Taylor — Augustus Adams
Clyde C. Long — Willie M. White
Alton Roberts — Herbert Bell
Georgia Bryant
Louis Harris

601 West Thomas Street
Rocky Mount, North Carolina

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Marcellus C. Miller,
Coordinator of Cooperative
Study Project.

ORIGIN OF THE PROJECT

TODAY as never before, people inside and outside of public instruction are criticizing the methods and results obtained by public schools. Others are debating the merits of various philosophies of education. Some educators will hear no argument except the idea of the Progressive School; many will give no quarter to any idea except the Classical or Conservative School. Beyond this discord and argument many sincere teachers, while realizing the potency of the discord, struggle to do the best that they can to prepare young minds to live.

There are no public schools in America where the load of the teacher is greater than in the rural school. It is here that the individual teacher is required to teach large classes and many subjects; to work with few materials; to train minds born in the less fortunate environment. It is in rural America that the most of America lives and from rural America that most of future America must come.

In schools of this type lies a real opportunity for the teacher to help improve the lot of common humanity. There is no time to argue the disadvantage of inadequate materials, poor living conditions, poor recreational facilities, poor vocational opportunities, lack of cultural surroundings, lack of interest in the government, deplorable health conditions and outmoded social customs. There is only time to create; Time to build! Time to teach! Time to live!

To such communities as these, the teacher of English must bring a whole world of language and literature; the teacher of mathematics must bring an entirely new system of logic and thinking; the teacher of science must bring the world of modern medicine, engineering, chemistry, electricity, radio, biology, industry, navigation, aviation, transportation, geo-biology, and the complicated world of material things; the teacher of music must bring the deep expression of man's soul, his far cry for the beautiful, his eternal search for peace and happiness, his expression of joy and sadness, his love of love and life; the teacher of history must bring more than a list of dates; he must show history as a developing pattern of human behavior, filled with many mistakes and in need of many improvements; the teacher of government and political philosophy has the difficult job of making government necessary and establishing its virtue and method firmly on young minds; the teacher of sociology must show the strength of the cooperative group; the instructor in physical education must make the basketball court and the football field a training ground for citizens; winning the game must give way to learning to play the game honestly and open-mindedly; school

administrators must see a democratic community in every school; they must see that the government of this school community is a good example of what a good democracy ought to be; teachers of religion (All teachers) must make the Christian Idea of Life the working pattern of their lives; they must not leave the work of Christianity entirely up to the Church; teachers of Commercial Education must provide work opportunities for their students; teachers of all vocational skills must provide opportunity for their charges to work at these skills; health teachers must make unsanitary conditions sanitary, must provide clean quarters, must improve ventilation, must supply adequate heat, must secure necessary medical services, must go into the unsanitary homes and make them sanitary and must uphold necessary health legislation. The duties of each teacher is equally far-reaching.

From a school community of the type described and for the reasons already stated we received our inspiration to start our "Cooperative Study Group."

The Project

During the First Semester of the School Year 1943-44, we questioned all of our Seniors of the Halifax County Training School, Weldon, North Carolina, as to their plans after graduation. Many of them had great dreams of continuing their education for employment in various vocations. Most of them had little or no money for this training. We decided together that we would plan for summer employment for many of the students. Of these students six were able to secure employment at the same place as one of the instructors. These students obtained employment at Loon Lake Colony, Chestertown, New York. They were employed in the dining room and kitchen service. We decided to organize a study group during the summer and study while we worked. We explained our wishes to the management of the place and received approval of the project. We shipped books and other materials that we needed.

Before leaving for the Colony we had discussed the idea with another instructor at Halifax County Training School and succeeded in inducing him to secure employment at the Colony and help with the project. Later we secured the help of two teachers employed at the Colony; we were also able to get help from other people at the summer resort.

At the Colony three other young people already employed at the hotel joined the group.

The Improvised School Building

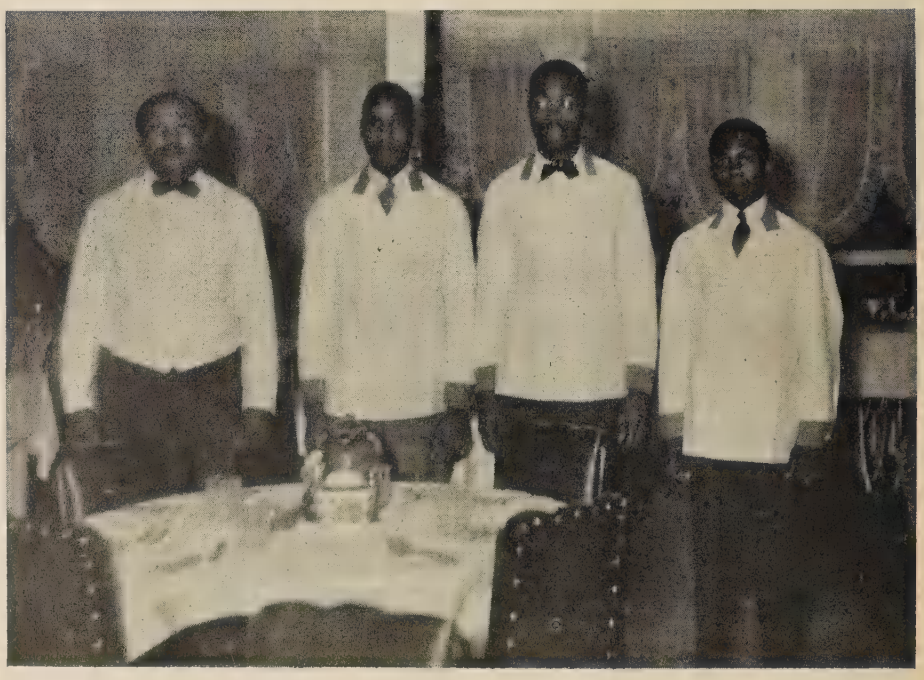
The management of Loon Lake Colony gave us permission to alter a four-room cottage to suit our dormitory and workshop needs. The cottage is a balanced structure with the four rooms arranged in pairs with a door leading from the front room to the back room of each pair. There are two front doors with a porch in front of the right one. The right front room became the laboratory. In this room we constructed a dissecting table, a chemistry cabinet, a first-aid cabinet, book cases, display board, specimen shelves and lighting system. This room also served as a sleeping quarters for one of the instructors who had a cot neatly arranged on the right side of this room between two windows. A neatly arranged rack above the head of this cot held his clothes.

The back room on the right side of the cottage became a classroom. Blackboards were constructed on the left side and half of the front and back of this room. The boards were made by stretching black window shades over congruently cut plaster board. Two tables were also made for this room. On the right side of this room at the window was a double bed for two of the students. Above the head of the bed was a rack for their clothes. A dresser completed the furniture in this division. There were enough pictures on the walls in each room to give them the appearance of home in spite of their serving also the duty of workshop.

The front room on the left side of the cottage became the game room. This room was arranged on the order of a reception room with a table in the center; chairs around this table; pictures on the walls; a radio and games; we also used this room for a valet shop. On the left side of this room was a double bed which served as the sleeping quarters for one of the instructors and one of the students.

The back room on the left side became the tool and carpentry shop. In this room we stored our equipment; mounted specimen; kept rough materials and supplies. There was a bed in this room also for a part of the season. Later we removed this bed in order to provide more working space.

From the beds or cots in the laboratory or classroom we could study any material we placed up-



on the display board in the laboratory or the blackboards in the room. Between meals when off duty and after meals when off duty, we would combine relaxation with study.

What We Studied

(The Curriculum)

Our interests varied but each of us devoted some time to the study of: Psychology, Biology, Chemistry, Mathematics, Physics, Electricity, Cabinet Making, Cooking and Dining Service, Philosophy, English, Poetry, Economics, History, Retailing, Typing, Shorthand, History, International Affairs, First Aid, Cartography and Religion.

Our Textbooks

College Zoology — Robert W. Hegner, Ph.D., Sc.D.; *What To Do Till The Doctor Comes*—Donald B. Armstrong, M.D., and Grace T. Hallcock; *Anatomy And Physiology* — Jung, Benjamin and Earle; *College Physics*—Arthur L. Foley, Ph.D.; *Modern Physics*—C. E. Dull; *Audel's Carpenters And Builders Guide 3*—Theo Audel and Co.; *Basic Mathematics*—Walter W. Hart; *Plane Trigonometry, Solid Geometry And Spherical Trigonometry*, Hart and Hart; *Touch Typing And Office Practice*—Esta Ross Stuart; *Gregg Shorthand Functional Method I and II*—Leslie; *Holy Bible*, King James Version, Presbyterian Book Store, Granite Building, Pittsburg, Pa.; *The Republic*—Charles Beard; *One World*—Wendell L. Willkie; *U. S. Foreign Policy*—Walter Lippmann; *Mission To Moscow* — Joseph E. Davis; *Rand, McNally World Atlas*—Rand McNally Co., Chicago, Ill.; *The Pocket History Of the United States*—Allan Nevins, and Henry Steele Commanger; *French Self Taught*—Franz Thimm; *German Self Taught*—Franz Thimm; *Spanish At A Glance*—Franz Thimm; *What You Want To Say And How To Say It In French, German, Spanish, Italian and Russian* — *W. J. Hernan, General Chemistry* — Black and Davis; *A Class Book of Organic Chemistry*—J. B. Cohen, Ph.D.; *Life Magazine*, June, July, August, 1944; *Reader's Digest*, June, July, August, 1944; *Time*, June, July, August, 1944; *Newsweek*, June, July, August, 1944; *Spaulding Official Baseball, Basketball, Volleyball, Tennis* and *Handball Guides;* Newspaper: *New York Times, Herald-Tribune, Mirror, Journal and Guide* and *New York Sun.*

These books and papers formed the nucleus of our Study Project. We used many other pamphlets and papers not listed here.

The Nature of the Study Method

(Classes)

(The reader must bear in mind that each person connected with this project was employed in the operation of the kitchen or dining room of Loon Lake Colony or McAveigh House during the entire length of the experiment. Between the meals and after meals at the Colony we came to the workshop for discussions, experiments or dissections. We put in as much time as is assigned to the usual school day, each day of the week. The informality of the work made it quite enjoyable.)

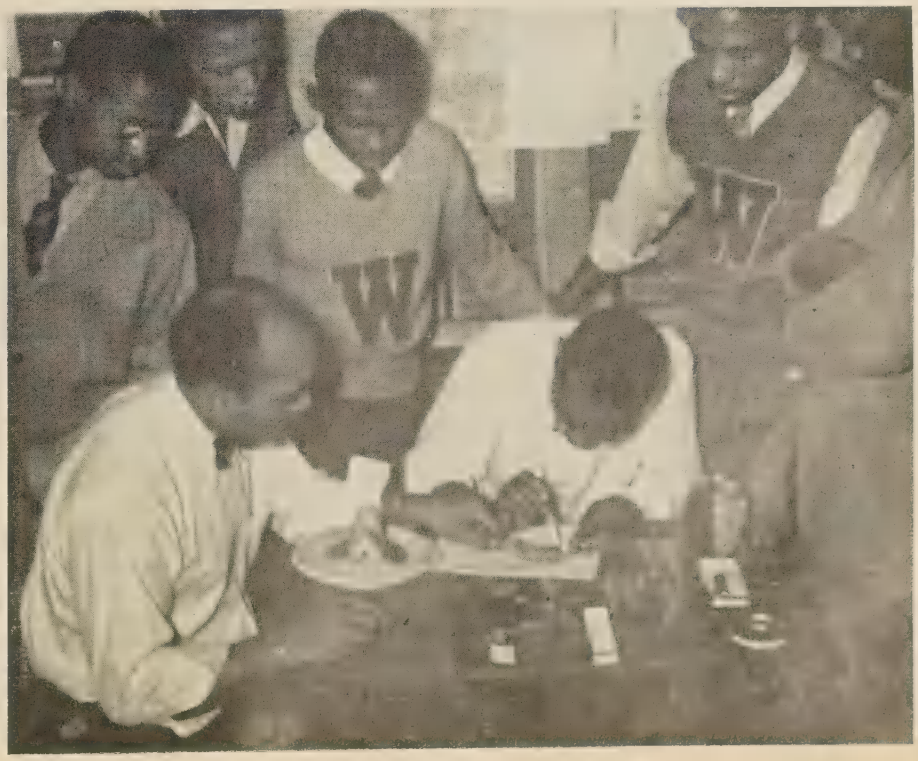
Experiments in chemistry and dissections in biology were usually done with the whole group participating; if any further information was required the material was written up and placed on the bulletin board for later consideration. Experiment directions and plans were written up and posted on the bulletin. Construction work diagrams and working drawings were completed and posted in advance of the actual work. Any member of the group worked from these drawings during any spare time he might have.

Discussion Groups were usually held at night. In advance of this discussion books, papers or pamphlets were assigned to each member of the group. Each member read this work carefully during some of his spare time. At the time of the group discussion each member had some definite contribution to make to the discussion. These discussions were usually held with all members lying on either the bed in the classroom or on the one in the laboratory. The door joining the two rooms made such discussions very simple. Usually we enjoyed soft drinks, candy, cigarettes or ice cream while we talked. Other times we took long long hikes through the mountains and talked as we walked. Afterward we returned to have sodas and ice cream at the Colony Soda Fountain before retiring for the night.

Sometimes we went about four miles away to the movies. We considered the various elements of the picture as they were related to our work in the project.

The Adirondack Mountains is a haven to the entomologist, biologist, botanist and naturalist. We found many types of specimen, both plant and animal, on our hikes. We studied these; preserved many of them for shipping back to

(Continued on page 15)



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Our District Organizations

The four districts of the NCNTA have developed with such encouraging efficiency their programs at district conventions that we must recognize in them a healthy challenge for expansion. The local units are still too loosely organized to be considered as mature in most cases but the district organizations have achieved organization, purpose, and initiative which will serve as good patterns for local unit growth. The meetings attended this year gave evidence of planning for definite achievement on the part of each executive committee. Well prepared, informative, and inspiring addresses have been delivered at the district meetings, all by North Carolina talent but without any provincialism or vanity. We have been challenged by our own leaders to get about the business of making ourselves democratic and then training our charges in the ways of effective participation in a truer democracy which we must learn to build. The impression comes back from the 1944 district meetings that our education must be definitely productive of workers who will do basic jobs better. The feeling grows upon us that training for leadership, a worthy goal for the gifted, is but a phase of the plan now in the minds of our leaders. It seems that we now realize the indispensability of Agricultural education for farmers who will farm, trade education for tradesmen who will design and build, commercial education for people who will organize and operate businesses, and civic education for citizens who will register themselves as voters and pay the price of qualification for helping operate a democratic state. The call is not heard so often now for more teachers as for more teaching which will achieve the purposes of democracy, a happy and useful adjustment of the individual to the privileges and duties of democratic society.

When our local units, organized for the most part along lines of administrative units, have achieved the kind of initiative and purpose exhibited in the programs of the districts; we shall have an Association strong enough to aid our commonwealth in making educational policies adequate to put us in the lead not only in the South but in the nation.

Educational Organizations and Educational Policy Making

They told us in school (and we accepted it) that teachers, principals, and superintendents should not go about the business of determining the educational policies of the boards which employ us. This was sound doctrine. This doctrine, however, cannot be understood except by those who have the unselfish civic attitude. Determining what policy shall be is one thing and making policy is another thing. Those who must determine what policy shall be must have freedom to choose between several alternatives of possible policy. Teachers can be policy-makers when they plan a good educational program on their own initiative and demonstrate by effective teaching what their policies promise if adopted by the political boards.

In the past, too often, the teachers of Southern colored children have not known enough of the alternatives of educational policy to formulate long term plans and develop the means of having those plans adopted by their employing boards. Our training in past generations equipped us to teach the "books" but not to teach the ways of a better life, except of course, accepted tenets of formal religion. Our leaders of old came to the top out of sheer ability instead of through superior training and their efforts, while laudable and noble, were inadequate to influence policy making to any appreciable extent. The policy-making of the past was done by the politically constituted boards and their professional expert, the superintendent. Unfortunately, basic policy was determined on the assumption that the needs of colored children differed from the needs of the children of the policy makers and such policy as was made for colored schools became a handicap to progress rather than a stimulating program.

Today we are learning that basic human needs in the same environment are essentially the same for all children. Our teachers of the present era have the training to develop policy for their schools and communicate their views to the public through their professional organizations, the local press, and through participation in community civic affairs. It is true

that Southern social customs deny colored people (including teachers) the right to membership in and hence access to many civic and semi-civic community organizations which really make public policy. These undemocratic customs are crystallized into statutory law and to some seem insurmountable barriers to participation in the effective phases of even educational policy-making. Recent events have proven the error of this assumption. Events to come must demonstrate the error of the original assumption that two classes of citizens are desirable in a democracy and that such caste-class distinction must be perpetuated by the law of the land.

It will become the duty of our professional organizations to study out the truth of the foregoing statement and find ways and means of conveying this truth to the political bodies of our society who make our laws and devise the rules for law enforcement. Our organization must, somehow, get out of its isolationism and find ways and means to influence other educational organizations to go to work for "complete democracy." While this may be the task of a hundred years, the time to begin is now. Our members, thousands of them, know what policies are better and how to plan for progress. Fears are ours, yes, but our hopes overshadow them. Through our organization we must develop policies, proven by experience to be for a better social order, and make our position known with polite insistence on the righteousness of our pleas for more and more democracy in our society.

Teachers, Taxes, and Editorials

The appearance some time ago of an editorial in a leading liberal daily North Carolina newspaper of an editorial warning ALL colored teachers to be wary of the example of certain unfortunate ones who made mistakes in their income tax exemption claims was rather poorly conceived and ineptly written.

The writer was amazed to find that with equalization the salaries of colored teachers in one county exceeded, in the average, the salaries of the white teachers. There should be no cause for surprise on this score. Before the reduction of differentials it was necessary for colored teachers to get the highest certificates issued on a given educational level in order to receive the salary paid a white teacher for the lowest certificate issued on the same level. The result was a greater incentive on the part of colored teachers to work for the higher certificates. Colored schools into which teachers might go as they raised their certificates and find better working conditions were very few while white teachers generally left the poorer schools as they increased their efficiency and training for the city schools and the better consolidated rural schools. The poorer white rural schools had to be supplied with the marginal teachers holding low certificates while colored teachers with higher certificates had nowhere to go. It was but logical that equalization would show colored teachers with a higher average salary under these conditions.

Someone found that in this same county lower paid white teachers were paying more income tax, by way of withholding, than higher paid colored teachers. This would happen logically also. The economic opportunity of colored families in North Carolina to receive adequate wages at such jobs as are usually available to them has been poorer in other occupations than in teaching. Often all the family income above bare subsistence has been spent on the education of those who have become teachers. Very often the burden of maintaining the families where the parents and grand parents have become aged has been so heavy that more than one of the younger workers have shared responsibility for the support of the indigent older persons. Such bread-winners can make mistakes in filing income tax exemption claims and still be honest in their intentions. All these angles should be looked into carefully before anyone editorializes such an unfortunate group with the intent to raise questions about their deserving the one and only economic equalization that has ever come to a single group of colored people in our State. The editorial writer seemed to desire creation of a reaction against those teachers whose claims were found in error. He also seemed to hint that all colored teachers were in danger of being judged a little less than honest because this example had been brought to light. What the editor and the public could profit by would be knowledge of the colored teacher's economic burden.

YOUR CONVENTION DATE BALLOT IS ON THE FOLLOWING PAGE.

BE SURE TO MARK IT AND MAIL IT BEFORE YOU FORGET IT.

Mail Your Ballot NOW

TO THE

EXECUTIVE SECRETARY N. C. TEACHERS ASSOCIATION

115 E. HARGETT ST., RALEIGH, N. C.

Winning Health Through Foods

By Mrs. Ethel Blake Jones, *Teacher Fifth Grade, Spaulding School, Spring Hope, N. C.*

As a nation we have been so slow learning the patent powers of health habits. Many people were almost terrified when informed that the country child averaged lower in health than the city child. They can scarcely believe this true of the rural child over whom the four fresh winds of heaven blow unhampered by smoky skyscrapers and the dust of thousands of shuffling feet. How can it be true of the rural child who has access to an abundance of fresh milk, vegetables and clean air?

There is an urgent need for health chores among rural children, as they lead in malnutrition, bad tonsils, adenoids; tooth, eye, and lung defects; and heart trouble.

Food is a very universal problem and people are giving it more consideration now than formerly. The types of food a child eats influences him greatly. Victor H. Lindlahn who is a great authority on health, says, "You are what you eat" and people are realizing that this statement is very true.

We notice certain traits in our children and we oftentimes fail to understand the actual cause for such behavior and attitudes, but if we stopped to find out what the children ate for breakfast, or at other times during the day, we would be more sympathetic and understanding. Different foods do different things for the individual. The food that the child has for breakfast, dinner, and supper influences the hair, nose, eyes, mouth, lungs and many other organs and tissues that make up the entire body.

A Well-Balanced Breakfast

We hear people continually talking about a balanced diet. The body must have the necessary chemical substances and the proper amounts and proportions each day.

It is the duty of the school to help children to an understanding and intelligence concern about foods, and what they do for the body. The teacher has a great responsibility, and should do all that is possible to stimulate proper interest. The pupils should learn to appreciate all types of foods that aid in the development of the body, and the instructor can do her part in breaking down prejudice regarding certain foods.

We read various educational magazines and articles written about foods, and we find that chil-

(Continued on page 13)

CONVENTION DATE BALLOT

Survey of teacher opinion on choice of a time for holding the Annual Convention of the NCNTA.

CHECK ONE (x)

( ) For holding the annual convention of the NCNTA at some time other than the Easter Holiday Season.

( ) Against holding the annual convention of the NCNTA at some time other than the Easter Holiday Season.

What Would You Do About Tuberculosis?

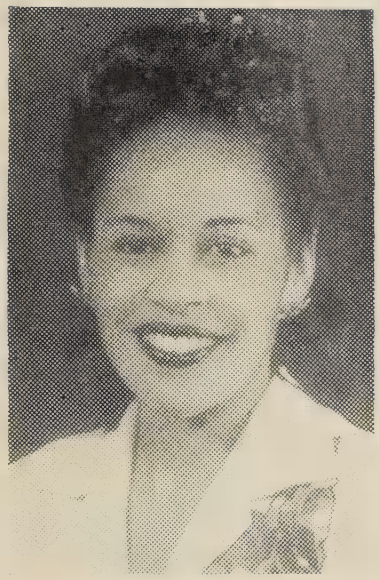
A Public Opinion Poll

Based Upon 255 Interviews, Conducted by Tenth Grade English Students of the Hillside High School in the Durham Community

MRS. MINNIE P. TURNER, *Teacher*, WM. M. MCELRATH, *Principal*

Ed. Note: This essay submitted in the Class Project Competition sponsored by the National Tuberculosis Association, won second place in State competition and fourth place in National competition among Negro High Schools, in which over 100,000 students participated.

ALTHOUGH the sickness and mortality rate for tuberculosis among Negroes is still high, the results of a recent public opinion poll conducted in Durham, North Carolina, would seem to indicate that the public, in that community at least, is gradually becoming more enlightened concerning the cause and cure of the disease. Since Durham is primarily an industrial town and the health of its workers and of their children is of paramount importance, this fact seems significant. The picture is encouraging. The future looks bright. The results of the survey point definitely to the fact that people in this community are, for the most part, aware that early diagnosis and prompt and adequate care almost invariably bring renewed health and strength and make possible a return to normal living.



MRS. MINNIE P. TURNER

The introductory table distributes the persons interviewed according to age and occupational groupings. Different levels of economic status were adjudged without questioning.

QUESTION 1: How Do You Think People Get Tuberculosis?

Percentages in table 1 are based upon the total number of answers given rather than upon the total number of persons interviewed. Thirty-seven per cent of the answers given designated contact as the direct cause of the disease. Thirty-nine per cent of the answers given named exposure as one of the chief causes. The interpretation of exposure which persons interviewed had in mind when they used the term is ambiguous. A few of them, no doubt, used "exposure" when they meant contact with the disease. The majority of them doubtless had in mind exposure due to insufficient clothing during cold or inclement weather since that is the colloquial meaning of that word. Taking into consideration the fact that carelessness, exposure and improper care of the body would make persons coming in contact with the disease more readily susceptible to it, we might say that exposure goes hand in hand with contact and is indication that the public is gradually becoming enlightened concerning the direct and indirect causes of tuberculosis. According to the table, factory employees and students seem to know relatively

STUDENTS PARTICIPATING IN THE GROUP ACTIVITY

more about the real cause of the disease than do persons in other occupational groups. This may be attributed, in part, to the fact that in 1943 the U. S. Public Health Service made a survey of local factories for the purpose of discovering unsuspected cases of tuberculosis. Doubtless some information was given employees at that time. Students are reached through the school's health program. It is most encouraging to note that only 7 per cent of the answers given indicated that the disease is inherited. This is a common fallacy now being exploded.

QUESTION 2: Do You Think Tuberculosis Can Be Cured?

From the public opinion charts 227 persons or 89 per cent of the 255 persons interviewed answered "yes." This is proof against the statement "once infected, never cured," said to be believed by the majority of Negroes. This chart also is evidence that the older people and those in the lower income bracket in Durham and Durham County have also been reached and influenced by the educational services of the tuberculosis association.

Of the 25 who answered "no," 18 are in the 30 age-group compared with 124 in the same age group, answering "yes."

This is most encouraging because making the public realize that the disease is curable, is half the battle won against the spread of tuberculosis.

QUESTION 3: What Are the Warning Signs of Tuberculosis?

An analysis of the 503 answers to question 3 concerning the warning signs of tuberculosis reveals that the majority of persons interviewed believed the warning signs to be prolonged coughs and colds, weakness, tiredness, loss of weight, poor appetite, and blood in the sputum.

Relatively few warning signs were given that had no bearing on tuberculosis. Two mentioned erroneously were low blood pressure and shortness of breath which are generally indicative of other body ailments.

QUESTION 4: What Would You Do If You Had Some of These Warning Signs?

Ninety-five per cent of the persons interviewed stated that they would consult a doctor if warning signs appeared. This shows that the public in general would not rely upon some remedies and "quack" doctors for treatment. It may be appreciatively noted that a few were familiar with the doctors' technique in making a positive diagnosis as is evidenced by references to tuberculin skin tests and fluoroscopic and X-ray examinations. One person mentioned a sputum analysis as a means of arriving at a positive diagnosis. Out of 255 persons less than one-half of one per cent had no conception of what they would do if those warning signs appeared.

QUESTION 5: If Your Doctor Told You That You Had Tuberculosis and Recommended That You Go to a Sanatorium, Would You Go?

If so, Why?

If not, Why not?

It is a common belief that a sanatorium is a "place of death." Question 5 deals with this problem. It is gratifying to note from the chart that 97 per cent of the people interviewed would readily go to a sanatorium if advised by the doctor. The majority of people realize that the sanatorium offers special facilities which when used by skilled doctors and nurses make possible a more rapid recovery. Many felt that by going there they protected other members of their family from infection.

QUESTION 6: If a member of your family had tuberculosis, and you could not get him into a sanatorium, what are the most important things you should do in order to protect the rest of the family?

Two hundred and seventeen or 43 per cent of 500 answers to question 6 advised the isolation of the person infected with the disease in order that the rest of the family might be protected. The use of separate utensils was suggested in 24 per cent of the answers. Sterilization of utensils was mentioned in 19 per cent of the answers. Eight per cent of the answers in the 30 age-group mentioned the importance of insisting upon good health habits. We have interpreted this as having reference to the health habits of the family of the person who is a victim of the disease. In the 30 age-group 3 per cent advised the proper disposal of waste matter and 1 per cent advised the use of a mask over the nose and mouth of the person whose duty it is to care for the patient.

QUESTION 7: If you had been around someone who had tuberculosis, what would you do to find out whether you had caught it?

It was interesting to find that 100 per cent of the answers given by the persons interviewed indicated that professional advice would be sought. Some stated that they would see a physician in order to get a thorough physical; others indicated the desirability of a tuberculin skin test, an X-ray examination, or a sputum analysis in order that they might find out definitely whether they had contracted the disease.

QUESTION 8: If you had a chance to get a free X-ray of your chest, would you do it?

Ninety-eight per cent of the 255 persons interviewed stated that they would accept a free X-ray if offered one. Only 1 per cent of those persons interviewed gave negative answers. One of the persons stated that he was afraid, another that "anything free was no good" and the third person thought an X-ray unnecessary if the doctor had given a thorough examination.

CONCLUSION

From a study of the information gathered in the public opinion poll, we find that the people of Durham have, in general, a fairly comprehensive knowledge of tuberculosis. This is especially true of their knowledge of warning signs and of the necessity for prompt diagnosis and treatment.

A summarization of answers reveals, further, that response to the efforts of the local health department and the Durham County Tuberculosis and Health Association to educate the community concerning the disease has been good. Credit is also reflected upon those who have worked cooperatively with the department, namely: physicians in private practice, clinical workers, and teachers in the public schools.

But since the death rate among Negroes is still much higher than the national average, we may conclude that the information is not yet widely enough disseminated

(Continued on page 14)

A Teacher's Philosophy

'HUNGERING AND STRIVING'

By Clara Celestine Barnes
Warren County Training School, Wise, North Carolina

"Hungering and striving after knowledge is what makes a scholar; hungering and striving after virtue is what makes a hero and a man."—Orison Swett Marden.

True are the above words of Orison Swett Marden.

I do not know the time nor the place in which these words were written, nor do I know the occasion that caused these words to be uttered. I do know that such words are befitting to our complex society of today.

If the writer were permitted to add words to the brave saying of Orison Swett Marden they would be as follows: Hungering and striving after democratic principles is what makes a democracy." The brave thought would then read thus: "Hungering and striving after knowledge is what makes a scholar; hungering and striving after virtue is what makes a saint; hungering and striving after noble actions is what makes a hero and a man; and hungering and striving after democratic principles is what makes a democracy."

The quality of the principles we seek largely determines the character of our lives. No one can live cheerfully and helpfully without living courageously. The quality of our courage largely determines the quality of the principles we seek.

Every one should have a purpose in life. The man without a purpose is like a ship without a compass. Every man should try hungering and striving in order to accomplish his purpose in life.

Hungering alone is not sufficient to accomplish a worthwhile purpose in life. One must strive as well as hunger. To have a great desire to accomplish something is simply not enough. To accomplish a purpose one must try to be some body worthwhile. Any one can wish. It takes people with strong minds and great purposes to do things.

Felix Adler says, "The hero is one who kindles a great light in the world, who sets up blazing torches in the dark streets of life for men to see by. The saint is the man who walks through the dark paths of the world himself a light."

A scholar is one who seeks after knowledge.

What is a democracy? There are many and varied definitions of the term "democracy." The writer will use only one definition of the term since this definition conveys her meaning. It is as follows: A democracy is a society in which there exists equal rights and equal opportunities.

It should be the duty of every public school teacher of the State of North Carolina to teach students enrolled in said schools to hunger after things which are nobler, bigger and better and to aid them in striving to attain these desired wants.

We are living in a wonderful age. We are living (more or less) in a democratic society. Such a society demands teachers who have democratic minds. The principles of democracy should be taught only by teachers who are democratic minded.

"A wise man in time of peace prepares for war." Yes, we have done it for years. Today's turmoil of hate, violence, rage and strife is the result.

Let us prepare now for the sunny days of life. Let us study and work, acquire wisdom and skill, and hunger and strive; let us teach the principles of democracy. As we teach and as we work toward our goal let us bear in mind that "hungering and striving after democratic principles is what makes a democracy."

Teachers must first sense the need of a democratic society before they can successfully teach the principles of democracy. Next they must make a decision to teach democratic principles. Then they must seek, knock, ask or hunger and strive and it will be done unto them. Emerson wrote along this line:

"I am constrained every moment to acknowledge a higher origin for events than the will I call mine. As with events, so it is with thoughts. I desire and look up and put myself in the attitude of reception, but from some alien energy the visions come."

To enjoy a prosperous, happy destiny; to accomplish our purpose in life; to establish a lasting democratic society; to be somebody worth while in life; and to obtain the types of schools we so desire in North Carolina we must *hunger* and *strive*.

WINNING HEALTH THROUGH FOOD

(Continued on page 10)

dren in the early grades are given various experiences, such as preparing foods, setting tables, serving meals and setting things in order. They are given the opportunity of helping mother and learning certain desirable characteristics which aid in the child's moral development. We certainly want our students to learn politeness and observe good table manners, as good ethics is most useful throughout the entire life of the child.

The members of the class talked about the different foods and decided upon the proper foods that were necessary to promote health. Later, we decided to have a demonstration lesson illustrating a well-balanced breakfast. Our menu consisted of the following:

Grapefruit and Maraschino Cherries
Oatmeal
Soft Scrambled Eggs
Toast Milk

The table was attractively set up, and the very best available silver, linen and dishes were used.

This activity gave the pupils an opportunity to show their initiative and ability. Our invited guest was Principal J. W. Eaton, and the children enjoyed having him to breakfast. They acted as hostesses and were able to show their hospitality. This project worked cooperatively with the philosophy of the school and one of its ideals, which has been good manners.

The following rhyme was taken from the Health Education, Bulletin No. 10, Bureau of Education, Washington, D. C.:

"There are foods that make us happy,
There are foods that make us blue,
There are foods that steal away the rosebuds,
As the sunbeams steal away the dew.
There are foods that have a hidden magic,
That the eyes of God alone may see,
And the foods that fill my heart with power,
Are the foods that God gives to me.

What Would You Do About Tuberculosis?—A Public Opinion Poll

(Continued from page 12)

and that a continual and increasingly intensive educational program will be necessary in order that desired results may be achieved.

We recognize the fact that Negroes have first of all, an economic battle to fight. Low economic levels usually mean over-crowded living conditions; over-crowded living conditions mean close contact which in turn facilitates the spread of disease. We, as a race, should feel a responsibility for raising the economic level of every single member of the race to the point where his income is, at least, commensurate with the minimum essentials for healthy living. But this is a major problem and one which may take some time in solving. What can we do in the meantime?

We can educate our people to use even limited incomes to the best advantage. Special programs can be arranged in the community endorsing and explaining the advantage of budgeting so as to allow a portion of the food money for protective foods such as milk, eggs, fresh vegetables and citrus fruits. We must continue to emphasize the importance of good nutrition as a means of maintaining body stamina and heightening resistance to disease.

The importance of adequate rest, of good health habits, and of cleanliness of surroundings cannot be stressed too much as means of discouraging the spread of disease.

We must work untiringly until every single person will feel that it is his civic responsibility and patriotic duty to let no warning sign of tuberculosis go unheeded without having some competent physiiian either confirm or deny his fears.

Much information can be given the public through parent-teacher meetings, school assemblies, church meetings and community organizations with the aid of free literature, audio-visual aids, and radio programs. We must continue and expand the work of requiring tuberculin skin tests of all school children, of factory workers, of workers in eating establishments, and of prospective mothers through prenatal clinics.

We must find new ways of reaching and influencing other persons who would not fall into either of these groups. Perhaps this could be done by frequently including motion picture "shorts" featuring important facts concerning tuberculosis on theatre programs along with some feature that is an acknowledged box-office attraction. In this way thousands of people would be reached.

"An ounce of prevention is worth a pound of cure." This old adage is especially true when applied to tuberculosis. Preventive medicine is still the most powerful weapon against this dreaded contagion. It is a weapon which can make the promise of victory in the control of tuberculosis come true.

Dr. DuBois Evaluates Dumbarton Oaks Proposals

(From NAACP Bulletin, November, 1944)

Basing his summary remarks on study of the published proposals of the Dumbarton Oaks Conferences, in regard to colonials, Dr. DuBois, in a statement to the conference of Americans United for World Organization, held at the Department of State, October 16, said: "It virtually says to six hundred million human beings, if not to a majority of mankind, that the only way to human equality is the philanthropy of masters who have historic and strong interest in preserving their present power and income." In outlining precisely, details for the basis of this conclusion, Dr. DuBois elaborated as follows:

"As I have gone through the published proposals at Dumbarton Oaks, I am depressed to realize with what consistency the matter of colonies has been passed over. In chapter one, paragraph three, the emphasis is on the fact that this is a union of nations, not of races, groups, or organizations of men, not recognized as nations; in chapter two, paragraph one, peace-loving 'States' alone may join the Union; in chapter six, apparently an aggrieved party must be a state in order to complain or appear before the Council; similarly in chapter seven, no colonies as such can appeal for hearing before the International Court of Justice. Elaborate effort is made to protect states from aggression, but I find no provisions in chapter seven even to consider aggression of a nation on its own colonial peoples while apparently international military forces can be called in to suppress revolt. Indeed in paragraph seven of that chapter it seems definitely to say that colonial disputes lie entirely beyond the jurisdiction of this proposed government of men. The Economic and Social Council set up in this chapter offers some ray of hope: It can recommend and consider complaints and situations; but there is no direct power to investigate conditions. The Council is appointed by eighteen states with no colonial participation indicated."

"A Cooperative Study Group"

(Continued from page 7)

our school. We kept many live specimen in the laboratory for observation. We mounted many beautiful fish heads for guests in the house. Many guests in the house brought us interesting specimen that they found on their hikes.

The first-aid station for the entire Colony was located in our laboratory and one of the instructors in the school was responsible for this work. The management provided the supplies. Guests were always coming and going from the first-aid station and in this way became interested in our work. This interest won their help in many ways. Many of these people had different skills which they gladly explained to us. We learned much from them.

Mr. Bernard G. McGrane, Attorney of New York, a guest in the house for a month, became interested in our work and came often for discussions and idea swapping.

Mr. Frank Fatta, of Twentieth Century-Fox Film Corporation, an amateur fisherman and professional cameraman, helped us with photography and took the photographic illustrations which accompany this report.

Mrs. Helen Bultma Waidelich, an instructor of Hackensack Public Schools, an employee in the Colony and a friend of one of the instructors, served as our purchase agent. She secured all necessary supplies from nearby towns. Mrs. Waidelich also took part in many of our discussions and trips. Mr. Waidelich, her husband, a metal machinist, helped us with gasoline motors and sail boats when he came to the Colony for a two-weeks vacation.

Mr. Louis Harris, Chef at Loon Lake Colony, an old employee of the place, served as instructor in kitchen and dining room art. He taught on the job. He gave us so many fine points about the operation and maintenance of a kitchen and dining room that we shall always feel indebted to him.

Mr. and Mrs. Pettigrew, owners of the place, were very cooperative. They gave us permission to do most anything that would help us with our study.

There were so many people who contributed to our project that space does not permit our giving of all of the incidents.

Results of the Study Groups

All of the students of the project made enough money during the summer to enter college in the Fall. Most of them will go. Miss Willie Mae White will attend Hampton Institute to study science; Mr. James Taylor and Mr. Clyde Long will attend North Carolina College to study business; Miss Georgia Bryant will return to North Carolina College to continue her business training; Mr. Augustus Adams will bank his savings and continue working; Mr. Herbert Bell, a student from Florida, will return to High School; Mr. Alton Roberts, a student from Florida, will continue working and try to save money to go into some type of business; Mr. William E. Jones will return to his teaching position more informed on the needs and dreams of his charges; Mr. M. C. Miller will return to his teaching job more certain that all young people need is a chance; Mr. Harris will return to Florida satisfied that he has taught of his skill to some young person who may later find a need for it; the management of the Colony is pleased with the work of the group; the young people of the group have learned much from friendly guidance while obtaining their first experience working away from home.

Securing Material and Supplies

Naturally, there was some expense attached to securing material and supplies for this project. The books used were purchased by one of the instructors; the laboratory instruments in biology and chemistry were secured in the same manner, as well as typewriters, paper, ink, crayons, rulers, drawing tools, slide rules, compasses and protractors. Building supplies were donated by the management of the Colony; the management also provided carpenter's tools and power tools for construction work. First-Aid supplies were provided by the management.

No person can give cut and dried rules for teaching; the art is too broad. Each of us must seek each day to learn better and more rapid means for gaining experience and understanding.

Frequency and Importance of the Services of Negro Parents to Their School and of Negro Schools to Community

(Continued from page 4)

tional services which parents desired to render to their schools were concerned largely with activities pertaining to their own children along physical, health, concrete, and practical lines; especially matters which involve time, effort, enthusiasm, ideas, initiative, planning, cooperation, and unselfishness.

Types of Services Rendered Most Frequently by Schools. The services which the schools rendered most frequently to the Adult population were concerned with the interests, needs, experiences, and activities of pupils primarily; and then afterwards, with parents, patrons, and community.

Types of Services Rendered Least Frequently by Schools. The services which the schools rendered least frequently to the Adult population were concerned largely with employment, adult education, library service, current trends, and problems, vocational guidance and vocational services; the services which required a considerable amount of time, equipment, planning and social service.

Types of School Services Considered Most Important by Parents. Parents considered the services which their schools trendered most frequently as most important. These services were concerned directly or indirectly with school children; their interests, needs, and experiences. These are the types of activities which are associated fith the child-centered school.

Types of School Services Considered Least Important by Parents. Parents feel that the services, dealing with employment, adult education, library service, current trends, and problems, vocational guidance and vocational services, which were rendered least frequently by their schools, were also the least important ones.

4. Increasing emphasis on setting up a comprehensive program of activities, the aim of which is to correlate the child, the home, the school, and the community into a democratic functional service unit.

Science Can Be Fused Into Elementary Schools

By JERRY C. JOHNSON, *Edward Evans School, Fayetteville, N. C.*

The fusion of science into the elementary school curriculum should be the objective of every school administration now and after the war. In the past science has been too much a subject for the colleges and high schools only. The conclusions from scientific research teach lessons in better living and adjustment to society which children should learn early in life and build attitudes upon as they grow older.

In order to keep the democratic process in operation, it seems to me that any curriculum must fit into the teaching situation where it is used. Therefore I would advise the readers of this article to take into consideration the situations in which they teach. The work of a given teaching period should be organized around some major objective, one that is supreme (i.e., the individual for society).

Our form of government implies that any subject or curriculum should have for its social aim the maximum development possible for each individual. Such development is essentially the best development of all, for the best interests of society will be served when each individual contributes the maximum to the development of social aims. Society can thus furnish an environment in which each one can be and is stimulated to develop his own unique personality. The child should have the right to full expression of his talents, limited only by the similar rights of others.

We should be awakened by the many disillusionments that have occurred in recent history to the importance of science. At one time we believed that the theory of evolution always progressed to the right. Now science shows that it sometimes operates differently. In our evolution we may develop toward a brighter or darker future. Practically every home in the United States has felt the effect of the present war, athough we were persuaded to think that the first world war was to end all wars. We were very much fooled in the beginnings of the Socialist Experiment in Russia. Now we find that the strength gained by Russia makes her invaluable to us as an ally. Russia has proved herself right by almost eliminating illiteracy and by her successful industrialization of the natural resources of a vast territory. Germany and Japan have shown us how easily reason can be destroyed. We are learning that the emotional development of a people is quite as important in determining social trends as their development in powers of reasoning and thinking objectively. It seems to occur to us that the emotional aspect of a national group is much stronger than any other single aspect.

In the past few years there has been little application of what science has learned about human possibilities to the daily life of the people. Our problem, then, is one of getting what the scientists know to work in our environment. This problem can be solved by the elementary teachers. They should study to learn the conclusions from science that can be taught to the elementary school child and give the child exercise in applying the principles of scientific truth to the everyday affairs of ordinary living. In this way we can build a "way of life" which all can share with satisfaction.

We know how to avoid fears and frustrations. If we have children whom we teach who are threatened by such complexes, why not apply the scientific method in helping such children to overcome these emotional handicaps?

We know how to produce an individual who will have a vocation and the will to be self-determining, who can stand on his own feet in the world. Why not produce him?

We now understand the advantage of nation-wide, community-wide, and group-wide phenomena. Why not unite more and more and pool our efforts toward many objectives?

In the field of economics we learn how to prevent business depressions. Why not prevent them?

We learn from scientific study of history the causes of wars and what could prevent these causes from developing. Why not prevent the development of these causes?

We know that war does not pay in dollars and cents. All of the men and women now fighting could have been at home **producing for use.** Why not produce for exchange and do away with the economic causes of war?

I need to say nothing about science in the field of medicine. The lessons from science about individual and public health can be fused into the elementary school courses easily if the will to give adequate practice in proper application of these lessons is a part of the teacher's attitude.

I find that most school children with whom I work are more interested in science than the material of social studies. Therefore, I integrate science material with social studies gaining a double objective. The unscientific approach we make to solution of our social problems of today threatens to produce a social order that will destroy much of the good it should accomplish. Proper appreciation of science in the elementary grades will give us a next generation of citizens who as custodians of the future of the nation will understand the causes of depression and war and the needs of society to produce for prosperity and peace.

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Cedar Grove School

Mr. F. D. King, Mrs. Rosa White, Mrs. Theresa Thompson.

Pleasant Grove School

Mrs. Z. B. Waugh, Mrs. Sadie Shepherd.

Membership Roll Corrections

CRAVEN COUNTY

West Street School

Miss Mary W. Turner instead of Miss Mae Turner.

HARNETT COUNTY

Harnett County Training School

Mr. J. B. Christmas instead of Mrs. J. B. Christmas.

JOHNSTON COUNTY

Mr. L. R. Johnson, placed by error under Lee County.

BERTIE COUNTY

Kelford School

Mr. B. L. Boone, placed by error under Lewiston School.

Omitted in Executive Committee—Masthead—H. S. Davis, *Treasurer*

OUR MEMBERSHIP GOAL THIS YEAR 6,000

Volume XVI
Number 2

March
1945

North Carolina Teachers Record

Official Publication of the North Carolina Negro Teachers Association

WE DELIGHT TO HONOR

DR. G. E. DAVIS,
Executive Secretary Emeritus

He builded well the base whereon we stand;

Probed deep the ground lest sinking sand abound;

Established faith and with a guiding hand

Directed us to build a structure sound.

* * * *

He carries on with lights less glowing now

But fired with zeal his course e'er to pursue;

Hands wisdom back to us which may endow

His mantle bearer with perspective true.

——Ed.

Published in January, March, May and October, by the
NORTH CAROLINA NEGRO TEACHERS ASSOCIATION
115½ E. Hargett St., Raleigh, N. C.
Entered as second-class matter January 15, 1930, at the post office at Raleigh, North Carolina, under the Act of March 3, 1879

Our Executive Secretary Emeritus

The Record in Brief

Dr. Davis was born in Wilmington, N. C., and had superior school advantages in what was then Gregory Institute. He began his teaching career in Richmond County, the portion which is now Scotland County, prior to 1883 after maintaining a brilliant student career at Biddle University, now Johnson C. Smith University. After seven years service in the N. C. "common schools" he entered upon the study of medicine at Howard University, but was finally prevailed upon to make a decision which changed his career from medicine to teaching.

Dr. Davis served as professor of Science and Latin at Biddle University from 1886 to 1920. During this time he also served as Dean of the College and Secretary of the Faculty "without extra compensation." His versatility as a teacher was also the basis for his guiding philosophy; "Teaching is primarily a labor of love."

In 1920 Dr. Davis became Supervisor of Rosenwald Building in the N. C. Dept. of Public Instruction and served in this position until 1932. In this capacity he rendered a signal service and taught the lesson of self-help to the Negro citizens of North Carolina through the medium of directing their investment of approximately a million dollars in improved school buildings and facilities.

Dr. Davis has served three terms as president of the NCNTA and from 1932 to 1944 he served as Executive Secretary. During one year of this time he also served as Secretary-Treasurer when the office of treasurer became vacant upon the death of his friend and colleague, Dr. G. C. Shaw.

Requesting retirement in 1943, Dr. Davis was persuaded to carry on one year longer which he did at a great personal sacrifice. His retirement was granted in 1944 and though he is forced to lay aside the strenuous burden of the office, his interest in the future of the Association is alive and his advice is given freely to those who essay to carry on his "labor of love."

Correspondence

Dr. G. E. Davis
301 Carmel Street
Charlotte, North Carolina

Dear Dr. Davis:

I was authorized by the Executive Committee of the North Carolina Teachers Association to write this letter to you. The members of the group wish to reemphasize their expressions of sincere appreciation for the splendid service that you rendered as Executive Secretary. Your untiring efforts as organizer, your most proficient service as financier and your superior ability as general spokesman were attested to by every member present.

The committee pledged itself to the task of maintaining the high standard of development that has marked your term of office.

You will most certainly be pleased to know that one thousand dollars ($1,000) of the sizable treasure amassed by you, has already been placed in a sinking fund and earmarked, "Home of the North Carolina Negro Teachers Association."

Trusting that you and yours are enjoying the best of health, I am

Sincerely yours,
Nora Evans Lockhart,
Recording Secretary.

Charlotte, N. C.,
January 21st, 1945.

Mrs. Nora E. Lockhart,
Recording Secretary,
N. C. Negro Teachers Association,
203 Idelwild Avenue,
Raleigh, N. C.

Dear Mrs. Lockhart:

I find it difficult to say how much I appreciate your most kind letter, which has deeply touched me.

Please to convey to the executive Committee my gratitude and assurance that nothing has given me more pleasure than the twelve full years of service which I was permitted to render, and I shall ever feel grateful for the singular kindness shown me and for the confidence with which singly and collectively you have honored me.

I am glad to have lived, like Moses, to see the teachers of the State enter into the long Promised Land of equal pay for service rendered and to feel that I have had some small part in bringing them into it.

Though time abridges my working powers, I shall still march to the brave music of my juniors who carry on. I am sure now that the happiest sensation in life is that of looking back to a busy past and resting with a conviction that any weariness that may cloud the day has come from worthwhile work well done.

May I also add that a part of that satisfaction derives from the fact that I did not wait until compelled by the infirmities of advancing years to lay down the scepter entrusted to my hands by you and the vote of the Assembly, but while I still have reserve vigor.

The letter written in your behalf by your worthy and capable Recording Secretary, Mrs. Lockhart will be preserved and cherished.

I beg that you believe that no slightest circumstance or significance of it was lost upon me.

For the grace of it, the kindness of it, is quite beyond words of thanks. I trust I shall be permitted to meet and express in person the feeling my pen cannot record.

Above all my reward is the memory of the joys we have had together and the sentiments, mutual I trust, which I am certain will live in our hearts.

With heartiest good wishes to each of you and to the President for the success of his administration, I am, Sincerely,

G. E. Davis.

North Carolina Teachers Record

OFFICIAL PUBLICATION *of the* NORTH CAROLINA NEGRO TEACHERS ASSOCIATION

VOLUME XVI | MARCH, 1945 | NUMBER 2

CONTENTS

Page

Our Executive Secretary Emeritus . . . . . Inside Front Cover

How Can We Improve the High School to Meet Common and Individual Needs of Pupils 2
By D. F. WALKER, *Principal, Edenton High School, Edenton, N. C.*

The What and Why of Public Relations 3
By A. A. MORISSEY, *Director of Publicity, Bennett College, Greensboro, N. C.*

The Relationship of Social Work to Education 4
By JOHN R. LARKINS, *Consultant on Negro Work, North Carolina State Board of Public Welfare*

Reorganization and Consolidation of Negro Schools in North Carolina 5
By W. F. CREDLE, *Director of Schoolhouse Planning and Secretary of Committee*

The North Carolina State College Student Health Association . . 7
By MISS JENNIE L. DOUGLASS, *Executive Director*

Editorials 8

Home Economics Education—Yesterday—Today—Tomorrow . . . 10
By LUCY FULLER JAMES, *Itinerant Teacher Trainer, Home Economics Education, North Carolina College, Durham*

From Experiment to Home 14
By MRS. LORRAINE HAIRSTON MORTON, *Teacher Sixth Grade, J. C. Price School, Greensboro, N. C.*

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How Can We Improve the High School To Meet Common and Individual Needs of Pupils

By D. F. WALKER, *Principal, Edenton High School*
Edenton, N. C.

EDITOR'S NOTE: A paper read at the Principals' Conference at Rocky Mount, N. C., Dec. 1, 1944.

PROBLEM OF EACH GENERATION: "Living in a modern world has been the problem of each generation since Adam and Eve. Helping a growing generation to live wisely and well in its own world of today and tomorrow is the exciting job of anyone with an educational function. However, of late, education for living has become a more engaging, but ever more difficult task, because of the rapid rate of change within our society. The world of today's youth differs in numerous ways from that of their parents. Thus, altho many things needed for living in a former day are still essential, new demands are made on educators and educational institutions."[1]

KIND OF NEEDS: The authors of Science in General Education say that there are two major kinds of needs, personal and social, and that there is an interplay between these and it would be a great mistake to consider any one need or class of needs in isolation from the other, thus each school regardless of its level should aim to help boys and girls to become adjusted.[2]

FUNCTION OF SCHOOL BOARD: It is suggested that no school will be much better than the board of control, thus before any school can begin to help growing individuals to become better adjusted there must be established a sound educational policy for the whole school system. These policies should be centralized in the functions of the superintendent's office. The Board should approve a progressive educational program submitted by the superintendent and give steady and effective official support to the program.

FUNCTION OF THE SUPERINTENDENT: The superintendent with the aid of his principals and teachers should develop a sound educational program for submission to the school board. All school personnel should be employed on the basis of training and fitness for the position to be filled, rather than on some unethical practice. The superintendent should provide the cooperation and necessary facilities which will aid in making effective the program as outlined.

FUNCTION OF SCHOOL PRINCIPAL: The chief concern of the principal should be to cultivate growth in his staff, that is if his school is to meet the common and individual needs of pupils. This desired growth must not be, nor can it be forced, thus there must be a guiding influence on the part of the principal for growth. The whole faculty must grow by participation in such democratic processes as observation, initiative, persuasion, consultation, cooperative study and planning. It is suggested then that the school which cultivates optimum pupil growth must encourage teacher growth, and yet much growth tends to be lost where there are too many gadgets of supervision. Only when school principal-teacher relations are like two way streets can schools begin to meet pupil needs.

WHAT EDENTON IS DOING: To achieve effectively the purpose for which the school was established, we have subscribed for ourselves this basic philosophy: Each child should have opportunities to receive education and training according to his own capacities and abilities in such a way as to make him industrially and socially efficient, and in such a way as to provide for the acquisition of habits, attitudes, and appreciations that make for a good life in a democratic social order. Observations of our community life indicate that the purpose of the school is not being achieved, thus it becomes necessary to consider the revision of the school offerings or supplement them with procedures designed to approach our philosophy. It is not always so easy to overhaul the curriculum, but from time to time supplementary procedures can be added and in this way gradual progress may be made.

Two studies made by the faculty of the school seemed to indicate that there was need for curriculum revision or need to supplement these offerings in such a way as to achieve more nearly the stated basic philosophy. Realizing this need some means were sought whereby a program of supplementary procedures could be initiated. Having no one especially trained in such a program it was necessary to resort to literature to see what might be done and how it might be started.

The study of available literature led to the conclusion that at least three considerations are necessary in the initiation of any new program. First, the need for a program must be established; second, the content of the program must be selected, and third, there must be an organization to carry out the program.

We felt that the need for the program must grow out of a consideration of the situation itself and this need must be established in the mind of all who are to have any part in administering the program. Such a study should begin with a consideration of the individual pupil's personnel needs and

(Continued on Page 15)

[1] Dept. Supervision & Curriculum Development, 1944 Yearbook, p. 11.
[2] Giles, H. H., Teacher-Pupil Planning, pp. 45-48.

The What and Why of Public Relations

By A. A. Morisey, *Director of Publicity*
Bennett College, Greensboro, N. C.

DID it ever occur to you how important is the role of public relations in the life of your school? Or, that the degree of success or failure in your school program is in direct proportion to the functioning of its public relations? I venture to say that success in the teaching profession depends as much on your preparedness in the area of public relations as in the subject you teach. The most successful educators are experts in the field of human relations, which is the art some of us like to call public relations.

It is common practice to use the terms public relations and publicity interchangeably, even so, they are not the same. We may think of public relations as the sum total of the activities, programs, contacts, and experiences which go toward building good will, or ill will for an institution. Such a broad interpretation of the term encompasses limitless possibilities, and why not, since public relations involve virtually everything one does while connected with an institution as well as many of the things he may do or say after this connection is severed.

Publicity, on the other hand, is merely a phase of the broader field of public relations and makes use of the techniques and media through which the public is informed of the policies and practices of the institution it serves. Perhaps an institution sends stories to the newspapers, and publishes school papers and bulletins. These are primarily techniques to get publicity for the institution.

Public relations in its broad sense is concerned with the rapport which exists between the institution and a large number of various groups called its public. While everyone is potentially a unit of the institution's publics, the grouping affords one opportunity to study and prepare his public relations program so that it will have direct appeal to people of similar interests. A public supported institution can consider the tax-payers as one of its publics but for greater utility they may be grouped into such groups as: students, parents, other teachers, city officials and business men. The private institutions must think in terms of these groups as well as trustees, lawyers and trust officers, school administrators, or, if church-related, its church constituency as well as many other groups which it may deem it wise to cultivate.

It is a sad commentary in American education that so many of its workers neglect this phase of their programs and even resent publicity and fail to give any careful attention to general public relations.

In education, as in business and industry, or politics, good public relations and publicity will create a "demand" and appreciation for the commodity, in this case, a school, a college, or a university.

Education has a tremendous role in human welfare and the schools must assume a great deal of the responsibility for creating and maintaining the kind of society we hope for. Since this is true, educators should work to clarify for the masses the philosophy of education. The absence of this clarification results, too often, in misunderstanding among "John Q. Public" who may view the educator as a "stuffed shirt." Avoidance of such likely misunderstanding should be one of the first objectives of all workers in education. Having achieved some degree of success with this first objective, an institution should then move on to realize other goals growing out of public relations such as creation of good-will, securing more and better students, or raising money for institutional operation.

Several fundamental principles need to be borne in mind as one pursues his public relations role. The first of these is the unalterable fact that every institution has public relations and instead of being static, it either improves or grows worse.

An old adage reminds one that what one does speaks louder than what one says. So, extensive publicity must be built upon a sound program which conforms with the factual situation. One need not assume that good publicity can be used as a panacea for poor public relations.

Public relations must assume the prominence of a philosophy of living which permeates every action or spoken word of those connected with an institution. This is the best assurance that all contacts will reflect the best practices and contribute to constantly improving relations among the public.

Finally, the schools must realize that everyone with any connection, the teachers, the administration, the students, or the maintenance staff are all public relations workers. All energies are needed to perform the all-inclusive public relations program.

These principles impose duties and responsibilities on those connected with institutions to be on guard for any comments which may be heard, since these represent favorable or unfavorable opinions of the public. Every individual with interest in an institution should be ready to interpret an institution whenever the opportunity arises.

An important factor in the public relations of an institution can be the extent to which its personnel is active among its community. Membership in churches, clubs, talks and addresses are all opportunities for service which should not be neglected as an institution seeks to build relations. This is extremely important since an institution, public or private, is supported largely by the general populace and if not supported, depends on its good will for students.

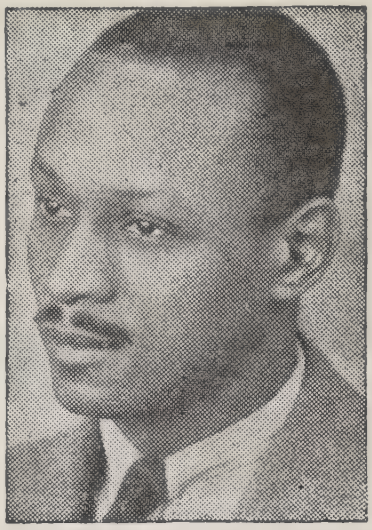
The Relationship of Social Work To Education

By JOHN R. LARKINS, *Consultant on Negro Work*
North Carolina State Board of Public Welfare

SOCIAL work attempts to provide material assistance for persons who are dependent or in dire economic distress. It attempts, secondly, to help such persons in their adjustment to their social and economic environment. Social work is concerned with the psychological problems of individuals, whether these are the cause or effect of poverty, illness, crime, or other factors or appear independently. Social work, furthermore, seeks to provide the economically less favored with those amenities of life such as recreational and cultural activities, which constitute an essential part of an enriched level of living. It is interested in raising standards for the entire community, and in recent years has emphasized the desirability of better housing, enlarged and improved health education, and leisure time facilities.

These are human problems which lie in the fields of responsibility of both education and social work and these cannot be solved by one without the other. Education and social work are dependent upon each other to a great extent if they are to achieve any appreciable degree of progress. Both professions can only justify their existence by real service to the individual and the community. In many instances, they have been held apart by lack of understanding of each other's work and a corresponding lack of interest.

It is important to the development of social work and education that a common ground be found where the members of both professions may meet to exchange ininformation and experience, and give attention to problems troubling the community and vexing the individual for which neither profession can offer a complete solution alone. In unison a more workable solution might be formulated; at least the more practicable program will be produced through concerted action.



Teachers and educators of North Carolina have rendered invaluable assistance to the public welfare program. Teachers do a great deal of social work in their job every day and realize the importance of social work services. They know how difficult it is for a pupil to be interested in his lessons, make normal progress, even to behave acceptably when he has not had a good breakfast. A child may be taught good health habits, but if not permitted to practice them in his home he forgets them. If a child's home life does not offer a degree of affection and security he may become maladjusted, and these conditions are often reflected in his behavior which may be antisocial. On the other hand, if the necessary funds and services are directed into the home by the social workers and the teachers are unable to stimulate or create a desire in the child and his family to use or appreciate these things, they are of very little consequence. Education and social work go hand in hand; one is unable to make rapid progress without the other.

North Carolina has fully realized that all segments of the population are not created equal nor do they begin life with the same opportunities, mentally, physically, socially, and economically. To eliminate some of the handicaps suffered by individuals and give them an opportunity to live as nearly normal as possible the State has provided a large number of services through its State Board of Public Welfare and one hundred county departments of public welfare. The State Board and local welfare departments render financial aid and service to practically every segment of the population which finds itself in need. For the aged and infirm there are financial assistance and services; for the mother or other relatives who for one reason or another are left with the responsibility of caring for a family or children there is financial assistance, given for the purpose of keeping the mother in the home to look after the children's well-being. Without this program of financial assistance the mother would possibly have to leave the home; the children would not have the necessary supervision and possibly become delinquent in their behavior. For those who are unable to qualify for the public assistance grants, practically all of the local welfare departments offer general relief.

The Child Welfare Division of the State Board has worked diligently over a period of years in behalf of the welfare of children. This division has been in the vanguard in attempting to secure legislation for compulsory school attendance and labor legislation to protect those children who find it necessary to work. Social workers realize that the child's own home and parents are the best place to rear a child. However, circumstances often prevent the child

(Continued on Page 16)

Reorganization and Consolidation of Negro Schools in North Carolina

By W. F. CREDLE, *Director of Schoolhouse Planning and Secretary of the Committee*

Summary

During the decade of 1920-1930, members of the State Department of Public Instruction cooperated with a number of County Superintendents in making surveys of their school systems. A typical one of these studies dealt only with the white schools of the County.

Analytical and syllogistic procedures were largely used in this survey. It was assumed in the premise that large schools with modern school plant facilities and well trained teachers were more efficient than the small schools with poor school plants and indifferently trained teachers. To support and maintain this thesis, recognized educational techniques and procedures were used in evaluating the efficiency of the educational programs in two city systems and in the small schools of the county. The following questions were asked and answered on the bases of the data gathered in the aforementioned investigations and studies:

1. Are the rural pupils studying all the important subjects they should?
2. Are the rural pupils having each day as much time as they should on certain important subjects?
3. Are the rural pupils attending school as regularly as they should?
4. Are the training, experience and annual salaries of rural teachers comparable with those in the schools of the two cities?
5. Under the present plan are the rural pupils reading, spelling, and working arithmetic as well as they should?
6. Under the present plan are the pupils graded and classified in accordance with their ability to advance?
7. How much education are the rural pupils getting under the present plan?
8. Are the rural teachers developing in the pupils the power and habits of mind in making a good citizen?
9. Are the rural pupils attending school in buildings adequately constructed and equipped?
10. How much is it costing to teach a rural pupil under the present plan?
11. Can the rural pupils have equality of opportunity under the present district plan?

In no instance were the average and median accomplishments and achievements of the children in the small country schools adjudged to be equal to those of the children in the larger schools of the two cities. In fact, the results obtained from the nationally recognized and approved scoring and testing devices, which were freely and expertly used in measuring practically every endeavor of the school in its relation to both the child and the community and rating the adequacy of the school plans, amply justified the conclusion that the larger schools with modern school plant facilities, and with a teacher per grade, were superior in every way to the small schools, and that the school system of the county would reach a high standard of efficiency only when there was provided:

1. A teacher for every grade.
2. A better educated and a better trained teaching personnel.
3. A richer and more practical course of study.
4. More time each day for important subjects.
5. Accredited four-year high school instruction.

This typical survey report has had a wide circulation throughout the United States. The merit of the work is attested by the fact that it has been much used by experts as a model in making surveys of school systems throughout the United States. A practical experience of twenty years, which has shown the recommendations of the survey staff to be virtually 100% correct, is the best proof that the methods used and the conclusions reached in the report have fully justified the complete acceptance which has been accorded the work. The further fact that the county officials of the county approved and adopted the survey and put its recommendations into operation, and by efficient administration and supervision of the reorganized schools have obtained even better than the predicted results, are ample reasons why, by consolidation and building programs, we should seek to similarly improve our Negro Schools.

As just stated, the surveys conducted in the 1920s cover almost every phase of the educational programs in the counties studied.

While it is fully admitted that the use of the same techniques and procedures would be most helpful in a Study of the Negro Schools and, as a basis of comparison with white schools in 1944, would be most interesting, I am of the opinion that certain assumptions that demanded and justified much study and ample proof some twenty years ago, have become so well established and accepted today that they can be considered axiomatic. Therefore this report will be, in many instances, arbitrarily predicated upon the validity of certain axiomatic assumptions. Likewise, some conclusions and recommendations will be made on the basis of certain taken-for-granted facts. The soundness of such a procedure is augmented by the results of a number of comprehensive studies of Negro Schools that have been made subsequent to the surveys of the 1920-1930 era.

The most exhaustive of such studies was made in 1936-1937. A

report of this survey was published as a STUDY OF LOCAL SCHOOL UNITS IN NORTH CAROLINA. The conclusions reached in this Report were:

1. That the small schools of the State were unable to carry on an efficient educational program as measured by the requirements for the standardization of both elementary and high schools issued by the State Department of Public Instruction.

2. That very few children attended the small schools regularly and only a small per cent completed the elementary grades.

3. That the remedy for the unsatisfactory conditions revealed in the Study was the reorganization and consolidation of all schools to the point where a minimum of one teacher per grade could be employed.

In 1930 a complete Report of the Julius Rosenwald Fund School Building Program in North Carolina was made by me while a student at George Peabody College. This Report revealed very definitely that a more efficient educational program was being carried on in the larger better school plants aided by the Fund in this State.

In 1939 I cooperated with a County Superintendent of Schools of a typical county in making a survey of the Negro Schools of the county. This survey likewise revealed that only a few children attending the small schools are able to complete even the elementary grades of the North Carolina Course of Study.

The Biennial Reports of the State Superintendent of Public Instruction reveal that the Negro children in those counties where the Negro Schools have been consolidated and where transportation is provided make much better progress through the grades than do the children in those counties where the schools are small and where transportation is not provided.

In July, 1944, a Study was begun on the Reorganization and Consolidation of the Negro Schools in North Carolina. It was based upon the following questions:

1. To what extent do the present systems of organization of our Negro Schools have characteristics of those white schools which were studied and considered inefficient in the 1920-1930 era and which have been much improved by reorganization and consolidation?

2. Do not the facts and findings relative to the white schools and a number of Negro Schools warrant us in believing that much progress toward a more efficient system of Negro Schools would be the result of reorganization and consolidation of our Negro Schools?

Questionnaires were sent to all of the Superintendents asking them to propose a desirable plan for the reorganization and consolidation of their Negro Schools. It was made plain that it was not expected that the necessary building and transportation facilities could be immediately provided, Rather, it was suggested that the plan outlined would be one toward which the counties would work, in some instances over a period of years.

It is gratifying to state that a a majority of the Superintendents, in cooperation with their Boards of Education and other interested citizens, gave much study to the problem of improving their Negro Schools, and sent in well-worked-out programs. In addition to the responses received from the Superintendents, personal conferences have been held with a number of them.

Supplementing the information supplied by the Superintendents, facts on the schools of the State on file in the State Department, consisting of statistical reports and prior surveys, have been used in compiling the reports on the counties of the State. These reports are divided into three main sections:

1. The present organization.

2. The organization suggested by the superintendents and local authorities.

3. The recommended organization as proposed by the Committee appointed to study this problem.

In addition to the statistical facts and narrative reports, maps are being prepared which show the schools as they are presently organized and the recommended organization.

In connection with the reports and maps, a book on Schoolhouse Planning has been prepared which it is hoped will be helpful to both superintendents and architects in planning and constructing modern buildings in carrying out the consolidation program.

It should be stated that the building needs of the white schools of the State have been gathered along with the information on the Negro Schools.

The following report deals with only the one hundred County Administrative Units. As organized in 1942-1943, these one hundred counties had a total of 1,693 schools in the following classifications as to size:

Present Organization of Negro Schools in North Carolina

Size of Schools	*No. of Schools*
One-teacher	616
Two-teacher	491
Three-teacher	250
Four-teacher	105
Five-Teacher	35
Six-teacher	29
Seven-teacher	19
Eight-teacher	22
Nine-teacher	6
Ten-teacher	15
Eleven-teacher	20
Twelve-teacher	12
Thirteen-teacher	14
Fourteen-teacher	10
Fifteen-teacher	9
Sixteen-teacher	8
Seventeen-teacher	3
Eighteen-teacher	3
Nineteen-teacher	6
Twenty-teacher	4
Twenty-one-teacher	3
Twenty-two-teacher	3
Twenty-three-teacher	3
Twenty-four-teacher	2
Twenty-five-teacher	1
Twenty-six-teacher	1
Twenty-seven-teacher	1
Twenty-eight-teacher	1
Thirty-nine-teacher	1

The enrollment (a-d-e) in these schools, according to a slightly different classification, was as follows:

ELEMENTARY SCHOOLS

Size of Schools	*Enrollment*
1	21,833
2-3	65,600
4-6	37,874
7-9	18,785
10-14	12,839
15 or more	5,128
Elementary	162,059

HIGH SCHOOLS

Size of Schools	*Enrollment*
1-2	1,357
3-5	9,272
6-11	12,314
12 or more	2,456
High School	25,399
GRAND TOTAL	187,458

The recommended organization

(Continued on Page 9)

The North Carolina State College Student Health Association

By Miss Jennie L. Douglass, *Executive Director*

SOME eight years ago the National Tuberculosis Association made available a grant to Howard University for the purpose of stimulating the development of adequate student health programs in Negro colleges. The following year it was joined by the American Social Hygiene Association in financing this project, and since then joint annual grants have been made to the University for this cause.

This project was placed under the Medical School of the above named University and some four years ago at Nashville, Tennessee, the National Student Health Association was organized at the Second Regional Conference of College Health Workers. This organization has done much to stimulate the growth, development and improvement of health programs in our colleges.

Out of this organization was born the present North Carolina State College Student Health Association. It was under the direction of the writer, then serving as the North Carolina State Director of the National Student Health Association and also its secretary, that the Negro colleges of North Carolina held their first state-wide conference. The theme at this time was "Improving the College Health Education Program in North Carolina" the sessions being held on April 14th and 15th, 1944, at the North Carolina State College for Negroes in Durham. It is generally conceded that the majority of our leaders come from those persons having enjoyed a college education. If this be true, the college should offer the student an opportunity to become familiar with the many social problems that confront the community and should also serve as a laboratory for healthful living. And so this organization has as its purpose that of instilling in college students habits of healthful living which will in turn prevent much untimely illness and death. Students well grounded in such principles should in turn teach them to the boys, girls and adults they are to work with later in various communities over the State.

This conference was desirous of knowing the present status of health education in the colleges. Out of its findings certain objectives for the year 1944 and 1945 were established. They are as follows:

I. **Health Habits** — Practice in and an appreciation for the skills in the prevention of tuberculosis and other diseases such as the dangers of the common drinking cup, common towel, coughing and sneezing in public, spitting on sidewalks and the common cold.
   (a) **Rest Period** — On account of the wear and tear on the nervous systems caused by the abnormal war situation, and because it is at this age that most individuals are susceptible to tuberculosis, it is imperative that workers be taught the advantages of systematic rest. Consequently, the organization hopes to have each college include a rest period in their daily program, preferably following the noon meal.
   (b) **Fresh Air** — The findings of our first Conference indicate the need for more emphasis upon the use of fresh air during the day and night as a means of preventing disease.
   (c) **Milk** — Findings of the first Conference also indicate a grave deficiency in milk consumption in the Colleges. In some of our institutions milk is not available for students without their purchasing it from the outside.
   (d) **Others** — Some institutions may not consider the items mentioned above as problems of their particular institution, but may have others they wish to stress.

II. **Community Health Project—Sponsored by the Respective Colleges.** Each institution will foster a project which is feasible to that particular area, a detailed report of which will be submitted at the Annual Conference.

III. **Letter to College Presidents** —In order that this program might go into effect this fall, a letter from the Executive Director was sent to the President of each institution outlining and stressing this program before the opening of school.

IV. **Follow-up Visit** — The Executive Director was to make a visit to each institution as a follow-up to this letter to see what extent they had been able to follow the suggestions made. And also to offer whatever practical suggestions that might assist them in their further efforts in this direction.

These objectives along with a proposed budget for the year's work was presented to the Executive Director of the North Carolina State Tuberculosis Association. This budget was approved and the College Health Association received a grant of $250.00 from the North Carolina State Tuberculosis Association to carry on its work for the year 1944 and 1945.

A recent visit to some seven of these colleges by the Executive

(Continued on Page 9)

North Carolina Teachers Record
Official Publication of the
NORTH CAROLINA NEGRO TEACHERS ASSOCIATION

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The Travel Emergency Tries Our Mettle

Carrying on the sixty-fourth annual Convention with only the general and sectional officers of the Association will be a novel experience for us. It has disappointed many ardent supporters of the annual sessions to say the least. It will challenge the best professional spirit in all of us to meet the emergency with gains instead of losses. OUR SIXTY-FOURTH CONVENTION HAS GONE TO WAR. All of us must be soldiers, in the ranks and in the leadership, wherever our placement finds us on the field. We are an army of crusaders against the social evils of illiteracy and ignorance, crusading for understanding and the development of an adequately informed public opinion. The schools in which we struggle against our common foe must become consecrated anew to the task of making wise adjustments to the difficulties of changing conditions.

We have always looked forward to the annual Convention for new weapons of truth and interpretation, straight from the arsenal of the emancipated pioneers who have been our guest speakers and our own leaders developed from within the ranks. No finer weapon was ever placed in a teacher's hand than the conclusions from research and experimentation which have been interpreted for us by leaders in educational advancement. Knowing the truths which salient facts only prove has kept many a teacher dedicated to unfinished tasks when lack of such inspiration would lead to discouragement and loss of faith in our cause. This emergency comes upon us now to test whether we have developed the faith to sustain us as an organization with EVER GROWING STRENGTH. We have made the grade in several fields of activity and we cannot afford to lose ground in any sphere now. Least can we afford to allow the general Association to become weakened for lack of 100 per cent support from all the teachers in the State.

For many years we made only ABSOLUTE progress. Relatively we were being outstripped by the other schools of the state. Now we can point with justifiable pride to RELATIVE progress. Many schools are accredited by regional agencies. Our training is standard by NATIONAL standards. Our work has been recognized by an equalized State salary schedule and the end is not yet.

The era of relative progress began after the first world war and was ushered in by the planning of leaders in our professional organizations. We have been able to participate more and more in making the program of education in the State because the leaders of the Association planned our way as events developed opportunities. Complete support of the Association through the war emergency will assure us of the resources needed to continue our gains. Within the Association is in the ship. Outside is the sea.

Our Local Units As A Base

The history of the NCNTA reveals that the base of our operations has been the general Association and the Districts. The four districts are of recent origin and already they have added enthusiasm and more professional spirit to the activities of their members. Prior to the school year, 1936-'37, the only base of operation was the general Association. Local units have always played a vital role in making the general Association a going concern. In the beginning the local units were centered largely around the academies and collegiate institutions. With the growth of the public schools the city and town systems developed local units. Later the Jeanes teachers organized county-wide units almost everywhere they were employed and the present base for the operation of the general Association was established.

We operate now from the general Association on matters of policy and from the Districts as well as the general Association on matters of purely professional interest. Many local units are developing professional programs that are commendable and these units are rapidly developing a pattern for a state-wide local unit program. Especially noteworthy are the programs to be observed in Winston-Salem, as a city unit, and in Asheville as a combined city-county unit, The Asheville-Buncombe Association. Many other cities have local programs, probably not as closely organized as the ones named, but including a planned program for the year and a local budget to carry on the program. A few counties are also experiencing the benefits that come from a local unit program. The counties having the most active and efficient local organizations are, for the most part, those counties in which the general Association has held its annual meeting at some recent time. Nearly always the local county and city teachers organized to support the Annual Meeting and the techniques remained to serve the professional needs of the units later. The patterns thus laid should be written up and made available to those counties and cities in which the Association has not met. Every city and county should have an autonomous local organization with a planned program of year-round professional activities. Such a state-wide base of operation is essential.

The North Carolina State Students Health Association

(Continued from Page 7)

Director found the administration alert with plans and proposals of their own for enlarged health programs. They sought the advice and counsel of the Director on these matters. This fact in itself denotes progress.

This Spring at North Carolina College in Durham, the State Association is to serve as host to the Annual Meeting of the National Student Health Association. At this time many persons prominent in the field of Public Health Education will come to the State. Their coming together will create a larger interest in the work this Association is trying to accomplish.

Reorganization and Consolidation of Negro Schools in North Carolina

(Continued from Page 6)

for these one hundred counties will reduce the number of Negro Schools in Rural North Carolina from 1,693 to 471, with only 188 having fewer than eight teachers. In fact, in these 188 schools there will be only 670 teachers with an approximate enrollment of 23,000. This means for every Negro Child in Rural North Carolina an opportunity will be offered to attend a school where there will be a minimum of one teacher per grade, with the exception of the 23,000 just mentioned above, who, because of geographical or other physical conditions, cannot be transported to one of the larger schools. But, even of these, only 6,580 Negro children will be taught in one-, two-, or three-teacher schools.

The table below gives a list of the recommended schools according to size, the number of teachers, and the estimated enrollment.

Recommended Organization of Negro Schools in North Carolina

Size of Schools	*No. of Schools*	*Enrollment*
One-teacher	42	1,716
Two-teacher	34	2,320
Three-teacher	26	2,544
Four-teacher	21	2,986
Five-teacher	18	3,149
Six-teacher	21	4,264
Seven-teacher	26	6,230
Eight-teacher	16	4,262
Nine-teacher	17	5,053
Ten-teacher	27	9,061
Eleven-teacher	16	5,867
Twelve-teacher	23	9,168
Thirteen-teacher	17	7,412
Fourteen-teacher	16	7,595
Fifteen-teacher	12	6,091
Sixteen-teacher	13	6,992
Seventeen-teacher	12	6,923
Eighteen-teacher	10	6,105
Nineteen-teacher	12	7,675
Twenty-teacher	11	7,443
Twenty-one-teacher	8	5,765
Twenty-two-teacher	8	5,910
Twenty-three-teacher	7	5,560
Twenty-four-teacher	6	4,975
Twenty-five-teacher	14	11,924
Twenty-six-teacher	8	5,121
Twenty-seven-teacher	8	7,375
Twenty-eight-teacher	2	1,935
Twenty-nine-teacher	3	2,994
Thirty-teacher	1	1,096
Thirty-two-three	4	4,355
Thirty-three-teacher	3	3,415
Thirty-four-teacher	1	1,157
Thirty-five-teacher	1	1,202
Thirty-seven-teacher	3	3,833
Thirty-nine-teacher	1	1,347
Forty-teacher	1	1,386
Forty-seven-teacher	2	3,252
TOTAL	471	187,458

The facts presented above suggest that school plant facilities must be provided for approximately 110,000 children if the recommended program of reorganization and consolidation is put into effect. More than 3,300 classrooms will be necessary at new or existing school centers. On the basis of the available data, it is believed that a sufficient number of classrooms now in use can be utilized so that approximately 2,750 new classrooms will meet the immediate requirements. If we estimate the cost of a classroom and its equipment at $4,000, this would call for an expenditure of $11,000,000. Actual classroom costs represent approximately two-thirds of the expenditure in a modern school plant. This means that a minimum of $15,000,000 will be necessary to carry out a modernization program for the Negro Schools of the State.

Mr. C. C. Brown, Director of the Division of Transportation, a member of the Committee that has cooperated in the preparation of this Report, has carefully studied the reorganization plan that is being recommended. Mr. Brown estimates that a minimum of one thousand additional school buses will be required to put the complete program into operation. At an estimated cost of $1,600 per bus, $1,600,000 will be needed to purchase the necessary transportation equipment.

In recommending to the responsible public officials of North Carolina that careful consideration be given to appropriations for carrying out this program, the following questions and answers suggest themselves:

1. Are we able to finance the program of school plant construction and pupil transportation that would be required in the reorganization and consolidation of the Negro Schools of the State?

2. What technique should be used in measuring our ability to finance our total school plant needs for both white and Negro children?

The total indebtedness for schools in North Carolina, as of June 30, 1943, was $52,637,953. This represents 2% of the valuation of taxable property of $2,603,714,731. It is almost universally admitted that 5% of the taxable property evaluation is not an excessive amount of indebtedness for schools. Before reaching this limit, North Carolina could increase her indebtedness for schools almost $80,000,000.

Prior to 1935, the following section of law governed the issuance of bonds for school building purposes without vote of the people unless a vote was demanded in writing and signed by voters in the county equal in number to at least fifteen per centum of the total number of votes cast at the last preceding election for the office of Governor:

"No bonds shall be issued by or on behalf of a district under this act which, including indebtedness for schools thereof then outstanding, shall exceed five per cent of the assessed valuation of taxable property therein; and no school indebtedness of any kind or nature shall be created or assumed by a county under this act, including all school indebtedness of such county and the aggregate amount of all school indebtedness of the districts within such county in excess of five per cent of the assessed valuation of taxable property within such county."

C. S. (III), 5676; 182 N. C. 56; 183 N. C. 300.

In 1935 a Constitutional Amend-

(Continued on Page 15)

Home Economics Education--Yesterday--Today--Tomorrow

Home Economics Education Keeps Pace With the Changing Needs of Communities

By Mrs. Lucy Fuller James, *Itinerant Teacher Trainer*
Home Economics Education, North Carolina College, Durham

The development of home economics in high schools of North Carolina has been the result of many changes in terminology, content and scope.

Even though interest in home economics has increased throughout the country since 1909, the Smith Lever Act of 1914 carried home economics to persons outside the schools, and the Smith-Hughes Act of 1917 provided funds for the teaching of homemaking in public schools. In teacher training institutions home economics did not begin a functional program until 1932 which time marks the beginning of vocational departments in Negro high schools of North Carolina. Since then the teaching of home economics has gone from cooking and sewing to the solution of personal, family and community problems.

Development Prior to 1932

The early stages of home economics education kept pace with the needs of the groups educated. Some form of homemaking was started in the South with the beginning of education for Negroes. As far back as 1865 Shaw University, the only type of school offering high school training to Negroes in the South, taught some form of homemaking. This teaching grew out of a need of students to perform activities of cooking and house cleaning in order to finance their education and to furnish cooks for the students. Later the teaching program became a part of the curriculum. About this time similar teaching was done in other schools that were in other states, such as Hampton (1868), and Talledega, Tuskegee, and Spellman (1881). These schools were responsible for the first trained Negro teachers in the field of home economics. Cooking and sewing classes were the main offerings.

From 1900-1916 techniques of making construction stitches were stressed. Samples were made and placed in notebooks. It took from one to two years to make the required notebook because cooking and sewing classes met once or twice per week. Teachers glorified in the very fine product and the notebooks were put on display. Some of them are kept to this day. During the third year under garments were made and dresses came along the fourth year if there were any students left in the classes.

The year 1917-1932 represents the period in which home economics along with other vocations was offered in the State on the college level where it reached a degree of the scientific stage. In fact, the students exposed to a certain degree the idea that skills were not necessary. Theory was stressed as never before with few practical applications. The practical side of home economics required more funds than were allotted for that phase of education. During this time there was some expansion in the scope of the curriculum. Child development and home management were included.

The public schools of North Carolina began home economics at this period. The terminology went from cooking and sewing to domestic art — domestic science — and finally —home economics. However, the terminology did not change the content. Cooking and sewing were taught throughout the period but there was no uniformity of its placement in the curriculum. In many cases the course was offered in the elementary grades because

there were just a few high schools at the beginning of this period. Space for the departments was limited and many of them were housed in unattractive basements. Often the room was shared with other classes and with the lunchroom program. Many principals desired a home economics teacher in order that she might prepare and serve lunches to the school to raise funds for other activities. Often the lunches consisted of cold drinks, candy, sweet buns and sometimes sandwiches. In 1932 there were 27 departments in the State.

The teacher with two years of college experience was considered a premium. The salaries were paid from local funds during the school term. After the close of school State and Federal funds were used to keep the teacher working in the

community from two to three months longer.

In the year 1932 the first full-time vocational departments were approved for State and Federal aid. These departments were at Atkins High School, Winston-Salem and at Cleveland County Training School, Shelby. The department at Shelby still exists.

Home Economics Education Faces Rapid Expansion

From 1932-1936 vocational departments increased slowly from 2 to the number 7. With the passage by Congress of the George Deen Act a rapid expansion was made. In 1937-1938 the number of vocational departments went from seven to twenty-six. The state supervisory staff included an itinerant teacher trainer, Mrs. Lucy F. James, to aid in improving instruction in home economics departments of Negro schools. At this time there were ninety-two homemaking departments in the 185 high schools of the State.

The itinerant teacher trainer's visit to the departments and to homes in the communities revealed the outstanding problems of teachers. Some of them were listed as follows:

1. Teachers and principals were not informed as to their responsibilities in the development of a functional program.
2. The housing of home economics and lunchroom activities in the same room was detrimental to each program.
3. Too much of the home economics teacher's time was used for lunchroom activities.
4. There was a need for better housing and equipment facilities.
5. Techniques of teaching exposed the need for professional growth.
6. The sanitary conditions of the departments did not lend impetus toward the development of good living habits.
7. References of use to students and teachers were too limited.
8. Teachers failed to visualize students' problems.
9. Too few teachers made wise plans for instruction.
10. Records for departmental activities were not kept for evaluation.

Many other problems might be added to the above list. In the light of these needs goals were set up covering a period of five or more years for their accomplishment. Many of the goals were in keeping with the objectives set up by the state vocational homemaking staff, which staff was responsible for the procedures used in obtaining results. Included in the following goals are some that were reached from year to year.

1937-1938

1. To visit each of the 98 departments in the State, and to evaluate with the teachers instruction given in relation to student needs.
2. To urge that all departments be kept sanitary and orderly at all times.
3. To aid in developing greater appreciation on the part of teachers for supervisory visits.
4. To inform the public of vocational offerings in North Carolina.

1938-1939

1. To stress the need for professional growth of teachers.
2. To stress the need for better housing and equipment for departments.
3. To place emphasis on planning of programs for the year not later than October and to aid teachers in this development.
4. To encourage more community activities, and to aid teachers in understanding their responsibilities.
5. To encourage membership in state and national organizations of teachers.

1939-1940

1. To visit homes with teachers to aid in visualizing urgent student problems in order that they might be solved through home projects.
2. To encourage the organization of local home economics clubs.
3. To urge the availability of classroom libraries.
4. To encourage teachers to decrease malnutrition through a study of foods and through the preparation of nutritious lunches.

1940-1941

1. To encourage the organization of more joint programs.
2. To aid teachers in evaluating their progress during the last three years and to encourage constant evaluation.
3. To aid in planning units that would meet the needs of the community during the war period.
4. To emphasize the need for victory gardens and the conservation of surplus foods.

1941-1942

1. To encourage teachers to allow their major activities in homemaking instruction to tend toward winning the war.
2. To emphasize the need of teacher's activities being a part of the total school program.
3. To expand the development program of home economics education to all departments in the state.
4. To encourage a state organization for home economics teachers.
5. To increase the production and conservation of food.

1942-1944

1. To participate in the organization of a state club for girls.
2. To cooperate with the joint program of the Southern Regional conference in the development of a bulletin on housing through the compilation of data on housing activities and the results obtained in high schools of North Carolina.
3. To urge the accomplishment of the above goals in schools where they have not yet been attained and urge continuous progress in others.

The goals planned brought outstanding results over a period of seven years. Some of the changes are:

1. Departments increased from 98 to 167. Vocational departments went from 26 to 50.
2. Housing and equipment facilities improved more than fifty per cent. About 79 of the departments are in entirely new buildings.
3. Just a few of the departments are sharing space with lunchroom activities. Many high schools have constructed lunchrooms.
4. Teachers have become conscious of the necessity of see-

ing through their year's program and records are made of their plans early in the year. Teacher, students, and parents are more and more included in the planning of homemaking activities.

5. As the result of joint programs many projects were completed that otherwise would not have been done.
6. Libraries in classrooms grew almost overnight.
7. Teachers welcome aid and supervisory visits.
8. The content of the homemaking curriculum covers the solution to problems of personal, home, family, and social living. Such problems are determined from observation and from conferences with students and adults.
9. Homemaking education is offered to students three and four consecutive years. A few schools offer it only two.
10. Homemaking teachers of North Carolina have made outstanding development in professional growth since 1937. Practically 100 per cent hold Bachelor degrees. Twelve of them have obtained their degrees recently. Seven hold Master degrees. Four of the seven have been recommended for and are now teaching in teacher training institutions, and one has been promoted to the state staff as club consultant and the second itinerant teacher. Many other teachers have now matriculated for advanced degrees. All teachers attend summer school every three or four years.

Home Economics Education Contributes to War Needs

The development of home economics in the public schools came in time to meet the challenge of the present war and to aid families in making the wise adjustment to postwar problems.

Wartime problems came to the homemaking program as suddenly as to the whole nation. Teachers lost no time in changing their plans so that homemaking education would tend to promote a higher morale in families adjusting to the fact that husbands, sons, and brothers must leave home for war duties. The keynote of every unit of instruction was to let activities lend themselves toward war needs.

Through foods classes nutrition campaigns were sponsored, victory gardens were encouraged, conservation classes were held—day and evening, families were aided in determing their food needs, planning and preparing foods, and canning surplus foods. Members of some large families canned more than 1,000 quarts of vegetables, fruits, meats and jams. Other methods of conserving foods were used. Knowledge of using substitute foods was included in food preparation lessons.

Through housing or home improvement instruction families have been encouraged and aided in using surplus money for house repairs and beautification of surroundings. Many outstanding projects are now under way. An article on the projects in Carthage is likely to be published soon. Students of homemaking have found a house in the school community to use as a class project. Wake Forest has a project of this type. Families have been encouraged to buy farm homes and assistance has been given in helping them to make the contacts necessary to get farm loans. Eastman High School at Enfield has several examples of this accomplishment. Many students have done home improvement projects. During the school year 1943-1944 students in vocational departments completed 1,834 projects.

Homemaking teachers have helped with the problem of wartime clothing shortages. Conservation of all worthwhile articles in the wardrobes of family members has been encouraged and aid has been given in making them usable for some family member. Such clothing problems have introduced laundering principles of all types of fabrics. Many laundry tubs have been secured for departments because of the urgent need.

In connection with child care and social and family living teachers of homemaking have been contacted for advice at all times. High school children have been helped in their efforts to take care of smaller children while their mothers worked away from home. In some cases mothers left the community to go to defense plants. Students have taken their problems of social living to homemaking teachers. Many have been concerning marriage and other confidential problems for the solution of which they needed the best advice.

Home economics teachers have cooperated with other agencies and departments in aiding the war program. First aid and home nursing classes have been taught in connection with the Red Cross and many activities have been carried on in connection with the OPA. Many bonds have been bought and sold by homemaking teachers. They are supervising the making of hundreds of garments for Russian Relief.

Recent Progress and Expansion in Home Economics

As the result of improved housing and equipment facilities for the homemaking departments together with the improved classroom and community programs the number of students and adults in the departments increased to such an extent that in many cases two teachers are employed in one school. In a few schools there are three and even four. During the year 1937 there were 7,736 students in homemaking departments whereas in 1942 there were 14,239.

In vocational departments teachers reach every member of the family through adult classes or through home projects. In 1942 there were 9 adult classes taught with 1,549 adults attending.

Family Life Program

A Family life program was set up in three cities of North Carolina: Wilmington, Greensboro and Raleigh. Raleigh included a program for white and Negro. Mrs. Alberta Levingston was employed to sponsor the Negro program with headquarters at the Washington High School, Raleigh. The aim of the program is to further the improvement of home and family life through the cooperation of organized agencies in the cities. The family life coordinator aids in finding outstanding problems and seeks the cooperation of organizations in the solution of them. Mrs. Levingston is the only Negro coordinator in the South and perhaps in the nation.

Organization of State Club For Girls

A state-wide club for home economics students was organized in May, 1944 at the B. N. Duke Auditorium of North Carolina College. Sixty-eight departments from every section of the state enrolled as members of the organization and sent representatives to the first annual rally. A similar organization for whites was sponsored at the same time. Both club programs were sponsored by the State Home Economics Department.

Expansion of State Personnel for The Negro Program

Homemaking departments increased to the extent that one itinerant teacher trainer could not make the necessary visits to the schools and at the same time supervise the club program. Mrs. Marie C. Moffitt was appointed in August, 1944 as the second itinerant teacher trainer with major responsibility as club consultant.

Agencies Responsible for the Development of Home Economics in Public Schools

Other than local, state, and Federal funds that have been used for homemaking education many agencies have contributed to its development. The state vocational staff, directed by Mr. T. E. Browne, has been of great help in suggesting plans and procedures for the joint program of home economics and agriculture. The Southern Regional conference which is made up of Negro teacher trainers and state supervisors of the seventeen southern states and which meets annually in the different states has made contributions to the development. The bulletin, "Negro Farm Families Can Feed Themselves," which was extensively used in this state was developed through the Southern Regional Conference. The home economics phase of the state vocational program, supervised by Miss Catherine Dennis, has been the clearing house for all homemaking problems in the state. Miss Dennis with her supervisory staff, including the Negro itinerant teacher, have met at regular intervals to make plans and procedures for the homemaking program both for white and Negro.

Teacher training institutions have sent out the majority of home economics graduates that are now teaching in homemaking departments. The teachers for the year 1943-1944 received their Bachelor's degrees from the following institutions:

North Carolina College for Negroes	42
Shaw University	29
Winston-Salem Teachers College	28
Bennett College	28
Hampton	21
A. & T. College	12
South Carolina State	6
Virginia State	6
Spellman College, Atlanta Univ.	1
Howard University	1
West Va. State	1
Others	12
Teachers	187

Beginning with the year 1921-1922, and until the year 1937-38 Winston-Salem Teachers College was the approved institution for the training of teachers for vocational homemaking departments (vocational is described as departments whose instruction is supported in part by Federal funds). Since 1938 the approved institution has been North Carolina College for Negroes. However, graduates from other institutions are qualified for teaching vocational homemaking after one successful year of teaching and on attendance of summer school at an approved institution.

North Carolina College has shared in the development of in-service teachers. More than three-fourths of the teachers have attended one, two or three summer schools since 1937. Special courses have been offered to meet the needs of the teachers and instructors have been secured from all parts of the country in order to get those best prepared for certain courses. All conferences for teachers sponsored by the State Home Economics Department have been housed at North Carolina College. The headquarters for the two itinerant teachers are at the college.

Implications for the Post-war Period

The implications for the future for homemaking education will, no doubt, cause teachers to not only use their previous training in principles of psychology and sociology but to seek further study in the application of such principles in their dealings with family and community problems. No doubt in each public school system of North Carolina a psychiatrist will be employed. Both the home economics teacher and the psychiatrist will work together in helping students to solve their social and family problems. Teachers are going to have to be more to the point in their dealings with adult problems and their offerings must meet immediate needs more than in previous teaching activities.

The future families will consist of members who have lived out of the home and who have the habit of conforming to different kinds of organized living. The preschool child will return from nursery school because the mother will no longer be needed in defense plants and funds will not be available for nursery school education. The older daughters will return home who left before completing requirements for earning a living and they will find it hard to live on a reduced income. Of course, the husbands, sons, and brothers will return from military service after having witnessed a strictly organized way of living. Some of them will be mentally and physically unbalanced. Then, there will be some families in which wives and children will have to face the fact that the coming back of their husbands and fathers will be just a dream. All these personalities will meet in the family, the school, and the community. There will be the problem of adjusting to each other. The families will have the problem of making their family resources furnish their needs and wants.

Homemaking courses in high schools will be broader in scope in order to keep intense interest and to avoid repetition of learning activities. First year courses for all girls will not be practical. Some phases of homemaking will be needed more by some girls of the first year classes than by others. The keynote of homemaking education will be democratic living at school, at home, and in the community at large. Democratic relationships within the home and school will produce individuals with democratic attitudes toward racial and community problems.

From Experiment to Home

By Mrs. Lorraine Hairston Morton, *Teacher, Sixth Grade*
J. C. Price School, Greensboro, N. C.

The concept of the present project originated in a rather informal discussion initiated by 6th grade pupils who were discussing the foods which they liked and ate most frequently. At a point at which the interest had grown intense, the teacher entered the discussion and told about some of the types of food they should eat in order to preserve their health. As would be expected, many of the foods mentioned were not included in the diets expressed by the pupils either as to what they liked or what they ate. From the information garnered it was learned that most children liked and ate mostly meats and sweets, and had an adversion for leafy vegetables and other staples which they would eat only under duress.

From the things perceived from the conversation, several things were apparent. Pupils did not like many of the things which should be included in their meals in order for them to have a balanced diet. In fact, most of them were not getting anything approximating a balanced diet, and some were receiving diets which were definitely harmful. Too, it was apparent that many of the diets were influenced as much by poverty as preference. Thus, it became clear that any suggestions for correction would have to be given to include as nearly as possible only those foods which are fairly easy to obtain in the homes of the children.

Fortunately and, it might be said, happily, the pupils became very interested in the actual effects of the different diets. Many had felt that food was food just so it stopped hunger; although some, no doubt, must have had the effects of differents diets explained to them at some time in the past. The children asked specific questions about the effects of foods with which they were familiar, viz., what would happen if you ate mostly meats, sweets, potatoes, bread, etc. To merely answer their questions would be very inadequate, to say the least. A more dramatic and personal approach would have to be found. It is at this point that the idea for the project was initiated.

The problem of answering the questions posed a "how" with several facets. Any project, it was apparent, should include at least four criteria: one, the full cooperation of the school principal and other necessary persons; two, the maximum pupil partcipation; three, the project must be interesting and dramatic; and four, it should adapt itself to the subjects taught.

After the problem was formulated and the criteria selected, there still existed the added problem of selecting the best method for working it out. White rats seemed the best answer. These animals are clean, small, inexpensive, and would lend themselves to a certain amount of personalization by the pupils.

It was easy to get the cooperation of the school principal, Mr. Peeler, and Miss Fergurson of the Dairy Council of High Point and Greensboro, N. C. Through the efforts of Miss Fergurson the class was given four healthy, thirty-day-old white rats, and, although not connected with the school, she showed unusual interest and cooperation throughout the project. One of the many things she did was to show two movies, one on the value of milk in one's diet, and the other on a rat feeding experiment.

In order to get a maximum of participation on the part of the pupils, they were given the responsibility for feeding the rats, weighing them, keeping the cages clean, and generally taking care of them. It was not long before the children had named them, and made regular personalities of them. The rats were now called Cottonball, Fuzzy, Snowball, and Jack.

High interest and dramatics were attained by feeding the rats with exactly the food with which, they the children were familiar. One received a daily balanced diet from the cafeteria of the school; another received only proteins; another only starches and water, and the latter, because he weighed more than the others (the children believed that fat denoted good health) received a diet from the store such as candy, cake, cookies, pop, apples, coffee, and tea. The acme of the drama, a tragedy for the children, but a striking learning experience, came when the rat, which was on a diet of candy, cake, pop, apples, coffee, and tea, died. This taught a lesson as no talking or lecturing could do.

Great dividends were received in the teaching of the various subjects. In arithmetic the children worked with decimals in figuring weights, made charts and graphs, and in general found practical use for the subject. Something of the life of Pasteur and other scientists, work on vitamins and calories, and various other material was read as an outcome of their interest in the experiment. In art classes, scrapbook covers were made to cover collections of clippings they had gathered concerning vitamins and allied material; also, papier-mâché rats were modeled. In the language art classes, they wrote essays, studied relative scientific words, and, at the death of the white rat, wrote some poems. In addition, the class cooperated to write a skit concerning the values of food. They subsequently acted out this skit over the public address system for the entire student body.

Out of the experiment came many opportunities for teaching practical applications which would directly affect the life of the pupil and extend into the home. The applications were made easy after the experiment, because now the pupils had a better understanding of the value of foods.

The pupils were taught to plan a balanced diet. They specifically had to select those foods which contained the correct amounts of calories, carbohydrates, proteins, etc.,

which were necessary to give a person an adequate amount of each. After learning these fundamentals, they were taught the correct manner of preparing a table for a meal. In addition, the proper method of using silverware was demonstrated.

In order to incorporate further the lessons learned, the children worked in teams, some acting as hostesses and hosts, and others as guests. This was enjoyed no matter whether they were hostesses and hosts, or guests.

Then came the matter of washing dishes, and there, too, was an opportunity to teach. The importance of cleanliness was emphasized along with the routine of scraping plates and utensils, and separating the different items used. Why very hot water should be used to pour over the dishes once they had been washed and why a fresh cloth should be used in drying them were pointed out as two of the most important things about getting the dishes really clean.

After these lessons were learned, children who wished to do so volunteered to prepare one meal in the home which the teacher and whatever children the child wished to invite attended. The child planned the menu with the aid of the teacher. This was done to aid the pupil in its preparation, but also to see that no elaborate meal was planned which might wreak a hardship upon the family. Not only the benefits of getting the lessons into the home had been accomplished, but a wonderful opportunity had been afforded to talk to the parents and to establish good parent-teacher relationships. It is felt that the carry over into the home is the most gratifying result of the entire experiment.

This experiment with six grade pupils serves to show how a simple experiment on some vital area of child and family life may be used to stimulate interest in the classroom and produce practical benefits to both the child and the home. It further gives the chance to become better acquainted with the parents, and affords an excellent opportunity to bring the school and home closer together.

Reorganization and Consolidation of Negro Schools in North Carolina

(Continued from Page 9)

ment was passed limiting the borrowing capacity of counties, without a vote of the people, to two-thirds of the amount of the indebtedness that was retired during the fiscal year next preceding.

Preliminary data which has been gathered in connection with this study indicates that the cost of the total school plant needs for both white and Negro schools is approximately $30,000,000. Therefore, the State is in a position to modernize its school plants without severely extending its credit. North Carolina now pays $2,271,-735.89 interest on its school debt. If funds now available which are not drawing interest could be placed at the disposal of the counties of the State for school building purposes without interest, a substantial saving to the State would be effected.

If we should approach the financing of the school building program in its relation to the amount now expended for current expenses, an amount equal to 15% of the current expense program is generally considered equitable for school plant needs. This would mean that the State would have available some $6,000,000 annually for school plant purposes, which would enable us to complete the suggested building program over a period of five years.

In recommending that the above program be undertaken, we are restating what we believe to be North Carolina's educational philosophy:

1. Education is a State function.

2. The delegation of authority to subdivisions of the State as an administrative process does not relieve the State of authority or responsibility for the education of the children of the State. "The people have the right to the privilege of education, and it is the duty of the State to guard and maintain that right."

3. The State delegates authority to its subdivisions in order to promote interest and efficiency. It is the duty of the State to see that the local units serve well the interests of the State.

4. It is the duty of the State to disseminate the results of experience and good practice to all of its units to the end that ineffectual methods may be discarded and the educational offering improved.

5. The school plant is an integral and important part of any school system. It is the focal point of the local educational program. Its location and adequacy very difinitely determine the type of school organization and to almost the same extent the inefficiency of the educational program. This is, of course, more particularly true in the rural areas of our State.

How Can We Improve the High School to Meet Common and Individual Needs of Pupils

(Continued from Page 2)

his needs in relation to others. These needs were to be determined by obtaining information as to the pupil's aptitude and abilities, his home background and community environment, his goals and purposes, his likes and dislikes, his social development and adjustment, his emotional development, his health and physical development and his economic status. Such information was obtained by means of such devices as tests, rating scales, inventories of information, observation, and interviews.

In order to get started the faculty was organized as a group and set itself to the task of devising a questionnaire which would secure much of the information desired. It was felt that during the course of the investigation that the need for a program of guidance would become firmly established in the mind of each member of the faculty. The questionnaire was devised and administered and the results together with recommendations were published in a bulletin which was to be used as a guide in setting up the program.

Meanwhile attempt was being made to initiate some of the recommended procedures. In order to acquaint teachers with successful procedures in the field of guidance, books and periodicals were added to the Professional Library, which

is a cooperative project of the faculty as a whole.

A guidance file containing a great variety of materials on vocations, recreation, education and health was organized in the school library. Also in the library is a shelf containing books for assigned reading for students in all areas of guidance.

At the beginning of each school term each student is given a questionnaire on which is listed a number of problem areas which might present difficulties on which the pupil may need to confer with someone. For the first ten days during the guidance period, which is scheduled once each week, are used by the homeroom teacher to explain the questionnaire. Each student then checks the problem or problem area which he would like to schedule conferences. The questionnaire is rechecked from time to time during the term, and tabulated, after which each teacher is asked to check the problem area in which he or she feels they can most successfully handle a conference. With this information at hand a conference schedule is made. To free teachers for individual conference periods and to provide an enlarged activities program, a Group Appreciation Hour has been arranged, while club activities are scheduled to meet bimonthly instead of weekly, as had been customary, so that pupils enrolled have an opportunity for at least one individual conference every other week.

Each teacher is given a checklist on which appears a number of strong and weak points for individual checking. One such sheet is checked for each pupil. When a pupil goes to conference, with him goes his problem questionnaire, the checklist of strong and weak points, his cumulative record and such observation as the homeroom teachers think may be helpful.

A file for part-time work is kept in the principal's office for those students who are interested in work before and after school hours. Students fill in their work experiences, work interest, and such other information as may be useful in placing them on the job.

In general this is the extent to which the Edenton school has tried to meet common and individual needs of pupils.

The Relationship of Social Work to Education

(Continued from Page 4)

from continuing to live in his home. In order to make sure that a child secures the best home possible and is protected, the child welfare division has the responsibility of licensing and inspecting boarding, foster, and adoption homes.

Today there is a pressing need for a more thorough understanding of the contributing factors of maladjustment. More emphasis should be placed on the causes rather than effects. To do this there must be a better understanding of the background of children and those who have not made a satisfactory adjustment to their social and economic environment. The curriculum of the school should be minutely studied because it is geared for the normal child. Those who are exceptional or subnormal should be given more consideration.

Those engaged in the problems of the handicapped-social, economic, physical, and mental—have studied the needs and requirements of the personnel to work with these groups. There is a grave need of highly trained and specialized individuals to assist others who are handicapped and maladjusted. Are we to place such a cheap evaluation on the human being who has been handicapped by circumstances over which he had no control that we will permit anyone to work with him whether he or she is qualified or not? Educators and teachers are constantly fighting for higher standards and improvements in the field of education. Social workers do not say that training in social work is the Alpha-Omega but it is sound and consistent reasoning that if an individual is able to do a good job without it he or she should do a better job with training. It would help a great deal if teachers had some general courses in social work to acquaint them with the history, field, and philosophy. Especially would this be beneficial to prospective teachers in their junior and seniors years of college. Teachers wield a profound influence on the lives of the children, families, and communities of a democratic and Christian state. Social workers and superintendents of public welfare need, want, and welcome the cooperation and support of teachers and educators and stand ready to work with them at all times. Social work and education are closely related and dependent upon each other for progress and the uplifting of human welfare.

My Little House

If you were quite a spacious house,
with ceiling carved and fine,
Then I could see, perhaps, how Grief
At times might come and dine.

Or if you were a mansion drear,
And secret rooms enfold—
I'd know your clinging—moulding arms
Did grief and memory hold.

But you are such a little house
To hold so much of grief—
A small—a simple house holds joy.
—Or such was my belief—

My window decked with lace and bow
And frill—I flung it up,
And pious-like Grief entered in
And stayed with me to sup.

I entertained her well and when
Twas manners she had fled,
She stepped behind me to my room
And followed me to bed.

My house had such a little frame
Twas scarcely room for all—
But could I be ungracious
To a guest who'd come to call?

And when I gently hinted that
Her absence might be wise,
She witch-like turned on me and threw
Grief-ashes in my eyes.

She is an artist—and her paints
Are scattered o'er the place—
Why playfully one day she etched
Her likeness on my face.

When I was young I sought to move
My presence from such charm,
I quietly packed—and turned to go,
And Lo—Grief took my arm.

Now unseen ties have bound so tight
As e'en to quell a sigh,
So in my little crowded house,
We dwell—my Grief and I.

—DAISIE HASSON ADAMS.

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1. Devote one assembly period a month to dramatization and explanation of rationing, price control, and rent control.
2. Develop in the school library a special collection of reference materials on wartime consumer problems.
3. Post on the bulletin board in the hall or library current information about rationing and price control.
4. Develop through teacher committees curriculum guides outlining in simple usable form the understanding, attitudes, and habits concerning wartime economic living which should be developed.
5. Find out ways students can assist local War Price and Rationing Boards. Initial contacts may be made with the Community Service Member of the Board.
6. Invite the Community Service Member or some other member of the local board to discuss rationing with the entire student body or a class group.
7. Schedule home-room discussions throughout the school on the revised rationing program.
8. Develop and post each month current facts on rationing.
9. Prepare and deliver short talks before the P-TA on the food rationing program and keeping a balanced diet during wartime.
10. Prepare and deliver short talks before community groups on the revised food rationing program explaining how tokens may be used widely.

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May
1945

North Carolina Teachers Record

Official Publication of the North Carolina Negro Teachers Association

REAL MUSICIANS — REAL INSTRUMENTS — LITTLE COST — BIG PROMISE

SEE STORY PAGE 7

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CONTENTS

Page

How Can We Promote Better School-Community Relations? . . . 1
By C. J. Barber, *Principal, B. T. Washington High School, Clarkton, N. C.*

Recommendations for Vocation Education 3
By Nelson H. Harris, *Head Department of Education, Shaw University*

Should We or Should We Not? 5
By J. W. Butler, *J. C. Price School, Greensboro, N. C.*

Young Musicians Use Real Instruments 7
By Mrs. Beulah Moore, *Principal, Isabella Wyche School, Charlotte*

"Something To Teach" 7
By Marcellus C. Miller, *Loon Lake Colony, Chestertown, N. Y.*

Sixty-fourth Annual Convention 8

We Win an Important Battle 11

We Rally to the Call 12
Mrs. Helen Holmes Booker

The Negro and the Ballot 13
By Rev. S. F. Daly

A Gettysburg Address to Gillis Emanuel Cheek 13
By Clara Celestine Barnes

New School Legislation Editorial Comment Quoted from North Carolina Public School Bulletin 14

Special Bulletin 15

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How Can We Promote Better School-Community Relations?

By C. J. Barber

Principal B. T. Washington High School, Clarkton, N. C.

ONE thing is certain. The solution of present day social problems and the problems which are likely to come to the fore in the immediate present and the post-war period demand aggressive group effort on the part of our nation and our communities. The school is the one institution in our communities which touches all parts of the social fabric, and is therefore important that the school should serve as the focal point of unification.

The problem in education for the post-war period is not primarily a problem of training children. It is paramountly a problem of making a community within which children grow, one in which use of intelligence to solve problems, biological vigor, mutuality, respect for personality, and great faith in the democratic process are certain to be the outcomes. A school alone cannot produce this result; only a community can do it.

It has been written that no miracle is required to make flowers bloom in the desert or to enable automobiles to drive through the jungle. All that is required is to supply water to the desert and to clear a road through the jungle. Objective arrangements in the situation must be changed.

So it is with our problem of education for the war and post-war period. No miracle is required, but we must, as teachers, be concerned primarily with changing objective arrangements in the community, so that growth of our people, including our children, will result. This growth should be in the direction of better health, greater use of intelligence, and democratic cooperation. To imagine we can do it otherwise will lead us into futile expenditures of effort.

In every school-community, the teachers shou'd elect a Community-Relations Committee. This committee might well begin surveying and evaluating the existing forms of parent organizations and the community relationships of the school in which it is operating. The committee should then take steps to improve the amount and quality of adult participation in the educational program through the use of techniques found successful in other schools and by the experimentations with new procedures.

These committees will find that their attempts are likely to be divided roughly into three categories: first, into attempts to improve school-community relations which are essentially interpretations of school policy; second, into attempts to provide more participation in the educational program on the part of the parents of school children; and third, into attempts to encourage the participation of community adults, whether they have children enrolled in the school or not.

There are several means of social interpretation in common use by the schools such as; newspaper publicity, reports to parents, and visitation of homes of children. Each has value.

Newspaper publicity when skillfully prepared and generously illustrated with pictures is interesting and effective. Stories of activities of the school and other items of interest constitute good copy and are readily accepted. The essential worth of newspaper publicity depends on the extent to which the content is made factual and informational, rather than sensational and dramatic.

One of the most productive changes which schools could make would be to discard the traditional report card and to substitute improved types of reporting. The improved type of report should be concerned with making a report to the parent, regarding the presence of or absence of worth while goals and purposes on the part of the chi'd; it should give the parent some idea of achievement of the child in terms of growth. Such reports should be the result of personal conference with the pupil and should be sent to the present as a cooperative evaluation made by teacher and pupil.

School visitation is another activity which may be useful.

Changes are needed in this area if we are to secure real community growth. In one school, we read of pupils in the high school and junior high school, being sent home to do the work of parents for three days. While parents came to school for a three-day institute. Parents and teachers ate lunch together, studied in groups together, listened to outstanding speeches on parents, school and community problems and participated actively in panel and group discussions.

While every school is not ready for this type of enterprise, there is no school which cannot do some experimentation in this respect.

Another means of providing for community wide participation is a program of adult education.

One of the most significant developments in this area is the program developed in Shorewood, Wis., under the direction of Dr. Grant Rahn, principal. The number of adults enrolled now exceeds the number of pupils in the schools. Lessons in academic subjects, lectures, recreational activities, arts

and craft classes attract large numbers of persons.

The program is financed by nominal fees and voluntary contributions. The board of education furnishes the building and expects reimbursement only for the actual expenses of light, and fuel, and maintenance. Teachers in the schools and other capable citizens of the community furnish the directing leadership and the teaching personnel. The results in Shorewood have been phenomenal.

Visual media have been widely used by many schools in interpreting school life to the community. A tenth group in one school made a two-reel film showing its method of classroom work. Teacher-pupil planning, committee activity, use of library, interviews as sources of information, the use of arts, and class evaluation of the unit were clearly shown. The film was widely used among parent groups and was very effective in giving parents a respect for the program in the school.

It must not be forgotten that it is through the student body that most impressions of the school are received by parents and community.

The wise school staff will use pupil interpretation to best advantage by developing in each student a thorough understanding of the school. It is through the techniques of pupil-teacher planning of the program that all become aware of purposes and goals. A second device which has proved to be very effective, in this regard, is that of pupil-teacher cooperative evaluation of individual progress and growth.

Through use of these devices, people soon become intelligent and informed interpreters of the purposes, goals, and programs of the school. Furthermore, it is not a long step from pupil-teacher planning and evaluation, to pupil-teacher-parent planning and evaluation.

We believe one of the primary functions of the school is to train the student to become a better citizen, and one of the most important functions of the community is to provide the kind of environment in which the student may grow and develop into a citizen who will be capable of making a useful contribution to the progress of the community. On the other hand, the community cannot bring to full fruitage the potentialities of the student without the influence and organized training of the school. Thus, the school and community have as their common goal the full development and continual improvement of the child's character, physical and mental health, emotional stability, social judgment, and occupational efficiency.

The wide-awake school administrator will keep his community informed on the latest developments in his school program. School patrons are always interested in feeling that the school administrator is keeping them acquainted with what is happening in the schools. The public, as a rule, is usually against anything which it does not understand and is equally in favor of progressive school measures which it does understand.

If the community is to understand the school, and if the school is to expand its activities to include the community, the answer to these questions must be made known to the entire citizenry. To do this, every possible type of cooperative group action must be mobilized. It is the task of the administrative officer and the staff to provide the leadership and opportunity for group thinking. It is necessary to coordinate the thinking and planning as well as the teaching efforts of the school staff.

Each community must discover for itself an appropriate form of organization for community education, and the greatest need as well as the richest opportunity for community education lies in the rural areas. Some of the most fruitful and interesting experiments in recent years have taken place in rural schools.

I would like to suggest three things to better promote community relations: first, list the organizations in your community that are interested in continued intellectual growth. Suggest a plan for these organizations to combine their efforts under the leadership of the school. Second, make a list of community activities in which school children and adults might participate together; third, examine your own school to discover what changes could be made through parent-teacher group meeting.

I would also like to list a few devices for promoting better relations:

1. Teacher visit homes of pupils to promote parent-school understanding.
2. Bulletins, interpreting school are sent home at periodic intervals.
3. Community is studied by committee of teachers and parents.
4. Questionnaires are sent to parents to get facts about pupil problems.
5. Public forums and panel discussion meetings are held.
6. Lectures on important education problems are made available to public.
7. Questionnaires regarding curriculum are sent to parents.

In conclusion, may I cite our situation in Bladen County and Clarkton in particular. We feel that we have good school-community relations. But to bring these relations to their present state, we used the following methods:

1. A study of the community needs and interest.
2. Secure teachers who are community-minded as well as school-minded—Those teachers who are community-minded as well school-minded—Those teachers who are interested in sponsoring and participating in community activities.
3. Utilize talents of community citizens.
4. A strong and active P.-T.A. with a vital program.
5. Ladies' Clubs.
   A. Home Demonstration Club.
   B. Garden Club.
6. An Alumni Club to make use of the talents of home-staying graduates and out-of-school students.
7. Make the school the community center.

We are using these methods, and effectively so, to continuously improve our school-community relations.

By C. J. Barber, Principal,
B. T. Washington High School,
Clarkton, N. C.

Recommendations for Vocation Education

Based on a Study of

"The Present Status of Vocational Education Among Negroes in North Carolina"

By NELSON H. HARRIS
Head Department of Education, Shaw University

Introductory Statement

IT is our opinion that Negro education in North Carolina has gone forward at a comparatively rapid rate, largely because of the advanced thinking of its Negro and white leaders. There is a realization in North Carolina that the ability to live together harmoniously, the willingness to share the good and better things of life, a sense of fair play, the opportunity to live a healthy, happy, satisfying life, a chance to enjoy the same rights under the law as more favored groups, the privilege of having equal and adequate educational facilities, and a progressive social outlook are the foundations of a democratic state.

Teaching people to live a fuller and more productive life is one of the important needs of our present society. It is believed that the furnishing of more adequate vocational educational facilities in each county would make Negroes and North Carolina in general more productive, and would also prepare Negroes to compete more favorably in our highly competitive industrial and agricultural society. In addition, the availability of adequate vocational educational facilities would tend to make the masses of Negroes want better living conditions and a larger number of the more desirable things of life.

Meaning of Term Vocational Education

The term vocational education, as used in North Carolina, means that education which is supported in part by federal funds. The North Carolina set-up includes instruction in agriculture, home economics, trades and industries, and distributive education. In addition, vocational rehabilitation service for the physically handicapped and an occupational information and guidance program are integral parts of the state's vocational educational set-up.

The vocational educational program in North Carolina had its beginning in 1918-19 subsequent to the passage by Congress of the Smith-Hughes Act in 1917. The Smith-Hughes Act provided funds for cooperating with the states in developing instructional and teacher training program in agriculture, home ecenomics, and the trades and industries. The vocational rehabilitation service was provided for under the Smith-Hughes Act which was passed by Congress in 1920. The distributive education program was added to the North Carolina vocational set-up in 1938-39, and the program of occupational information and guidance was initiated in 1939-40.

RECOMMENDATIONS

Distributive Education

I. A careful study under the direction of the State Board of Education, should be made of the possibilities and needs of distributive education among Negroes throughout the state. Such a study would serve as a basis for the development of an effective and functional program of distributive education.

II. It is recommended that the State Board of Education make definite plans for the evolving of an extensive program of distributive education among Negroes. The large retail buying power of Negroes makes this a lucrative area for persons who are trained in the techniques of merchandising or salesmanship.

II. It is urged that a Negro supervisor be added to the staff of the Distributive Education Department. The function of such a person would be as follows:

1. To orientate Negroes with respect to the possibilities that distributive education offers as a means of earning a livelihood.
2. To organize classes among Negro adults throughout the State. This would offer in-service training for regularly employed workers.
3. To assist high school principals in developing programs of distributive education for their pupils. This would result in the preparation of many Negro high school pupils for distributive occupations.
4. To teach a limited number of courses in those areas in which he is very well qualified.

Vocational Rehabilitation

I. It is recommended that a Negro supervisor be appointed to work with the Vocational Rehabilitation Department. His principal function would be that of interpreting the services of this department to Negroes throughout the state.

Vocational Agricultural Education

I. It is recommended that vocational agricultural departments for Negroes be developed in all counties and communities in which there is a need. This study outlines the specific counties and communities that should have new departments.

II. There are some counties that have one or more vocational agricultural departments for Negroes, but need a larger number of departments. It is suggested that additional departments be organized in these counties. The places where these departments should be developed are listed in the main body of this study.

III. It is very desirable that many of the rooms in which departments for Negroes are housed be enlarged and improved. Those counties that should give special consideration to the improvement of the housing conditions of their

Negro departments are listed in the study on which these recommendations are based.

Vocational Home Economics

I. It is recommended that new vocational home economics departments for Negroes be added in all counties and communities in which there is a need. The specific counties and communities in which departments should be developed are listed in the study on which these recommendations are based.

II. There are some counties that have one or more vocational home economics departments for Negroes, but need additional departments. It is urged that additional departments be started in these counties.

III. It is very desirable that the rooms in which many of the departments are housed be enlarged and improved in general. Those counties or communities that should give special attention to improving the housing conditions of their departments are listed in the study referred to.

IV. An additional itinerant teacher should be added to the state's supervisory staff.

V. There is a need for a Negro state supervisor who would work in close contact with local administrative units for the purpose of stimulating the development of new departments. This is especially urgent since there is such a great need for new departments for Negroes in the state.

VI. There are some Negro schools that report that they do not get the supples allotted for their homemaking classes. It is recommended that an investigation be made relative to the securing of supplies from local administrative units for the operation of the Negro vocational home economics program in the state.

Occupational Information and Guidance Service

I. It is recommended that a Negro state supervisor be added to the staff of this department. His function would be to give assistance to Negro principals and teachers in the organization and development of guidance programs.

Trade and Industrial Education

I. It is recommended that the state inaugurate industrial arts trades and in all high schools. These courses would help to explore the interests, aptitudes, limitations, and personality traits of pupils. They would also assist pupils in selecting their occupations, and would give them basic experiences which would help them master the trades or occupations later. Further, these courses would help to develop attitudes and appreciations that would be helpful to them as citizens and consumers.

II. There should be an expansion in the state of the high school and post-high school opportunities of pupils who do not choose to go to college. This is especially necessary since the vast majority of our boys and girls do not go to college. The post-high school opportunities could be greatly improved through the expansion of part-time and evening classes.

III. Well organized surveys should be made in the state for the purpose of determining adequate and effective vocational industrial programs for Negroes. These surveys would help to spot those trades or industries in which Negroes have present and future possibilities for employment.

IV. It is suggested that the all-day trade and industrial education program be expanded to include all high schools in every county where the enrollment is large enough to justify the set-up.

V. It is urged that local administrative units give careful consideration to the provision of more adequate space and equipment for Negro trade and industrial education departments. The study on which these recommendations are based shows that practically all of the Negro departments are without adequate space and equipment. These conditions make it impossible for instructors and pupils to do their best work.

VI. It is suggested that the offerings for Negroes in trade and industrial education be broadened to include a larger variety of courses. This refers to all-day, part-time, and evening programs.

VII. Increased emphasis should be given in Negro high schools to the development of vocational programs in the following metal trades:

1. Auto Mechanics
2. Sheet Metal
3. Machine Shop
4. Aviation Mechanics

VIII. More emphasis should be given in Negro high schools to the following building trades:

1. Masonry (bricklaying, cement finishing and plastering)
2. Carpentry
3. Electricity
4. Plumbing and Heating
5. Painting and Decorating

IX. The following miscellaneous day trade or evening classes should be made available in a larger number of Negro high schools or communities:

1. Cabinet Making
2. Dry Cleaning
3. Cosmetology
4. Trade Sewing
5. Printing
6. Electricity and Radio
7. Shoe Repairing
8. Commercial Cooking

X. Supplementary training for Negroes in any trade should be made available wherever the demand or need is sufficient.

XI. The diversified occupational program should give special attention to commercial work and dry cleaning. These areas seem to offer opportunities for Negroes.

XII. Continuation classes in the commercial field should be made available wherever there is sufficient demand.

XIII. It is highly desirable that the diversified occupational program among Negroes in the state be expanded so as to include a larger number of centers.

GENERAL RECOMMENDATIONS

I. Special efforts should be made to inform Negro communities of the fact that the state and Federal Government will assume responsibility for the salaries of Negro vocational departments among Negroes in the state.

Vocational education among Negroes in North Carolina has lagged partly because of the failure of many local units to match state and federal funds.

II. It is urged that Negro citizens, in all counties or cities where the population is large enough to support a well-rounded vocational program, contact their local su-

(Continued on Page 12)

Should We or Should We Not?

By J. W. Butler
J. C. Price School, Greensboro, N. C.

FOR many years the State of North Carolina has been one of the leaders in the field of education in the South. In several areas, it has a number of achievements to its credit — its improvement of school facilities for pupils of both races, its criteria for teacher certification, its program of public health, etc.[1] However, neither North Carolina nor any other Southern state has improvised or specifically outlined a program of sex education for the masses — a program which has really worked. This fact is shown in statistics released recently. These figures show (1) that despite lowered rates of infection, the venereal diseases remain a formidable menace; (2) that the greatest number of new infections are now traceable to teenagers.[2]

Sex education is "politely" avoided and the "buck" of where it shall be given "is passed" from home to school to health agencies and back again. Knowledge of these facts might evoke the following questions:

1. Are the city and county health departments failing in their struggle to combat venereal diseases?
2. Are their measures inadequate or are they refraining to use available means because of censure from higher authorities?
3. Does the role of the school include that of giving basic sex education to its pupils?
4. Should the school say "hands off" to sex education and depend upon the parents to instruct the children in the home?
5. Is the problem of juvenile delinquency entirely out of the area of the public school?

The need for sex education was recently recognized (if not actually attacked) by the Negro Division of the Greensboro Public Schools. The attempt itself might be considered inadequate; however, there is a probability of its implications and significance becoming widespread. As it happened, the approach of VD Day offered an excellent time for introducing the problem.

"What of our stewardship? What do we leave to our children?
Crystalline, health-giving fountains, or gutters of shame?"
—"The Heritage," by A. Guiterman.

American Social Hygiene Day—more commonly known as VD Day—is recognized throughout the country. Sponsored by the American Social Hygiene Association, the day is usually utilized as a time for focusing the public eye on venereal diseases — their nature, control, and cure. This day was used in the Greensboro Public Schools for familiarizing the pupils (with due regard for educational advancement) with contagious diseases. In many classrooms, it was a matter of mere re-emphasis, for diseases were studied as part of the regular health programs. In the upper grades and high school, which had a predominance of teenage pupils, the signficance of venereal disease control was emphasized.

After several conferences with school principals and the supervising principal, it was decided that the activities should be carried on throughout the entire week of February 4; thus making it Social Hygiene Week instead of celebrating Social Hygiene Day only. It was decided, also, that the lower grade teachers should be contacted through a bulletin and that two "clinics" for upper grade teachers be held on VD Day. The bulletin to teachers of grades one through six urged them to give special attention to their individual health programs, with particular stress upon germs and the spread of diseases. These suggestions were made with the hope that basic instruction of this nature will facilitate more advanced instruction—if we deem it advisable—in the upper grades.

Perhaps the most interesting activities of the week were the clinics held on VD Day. They were designed primarily to show teachers possible approaches to the study of contagious diseases and particularly to the study of venereal diseases. Through them we also hoped to find out what ideas the children had concerning diseases, to teach certain facts about diseases, and to see to what degree the teaching affected their original thinking. The clinics were planned by a group of elementary school-teachers in collaboration with the supervising principal. The general procedure—was:

1. Two clinics were held at the same time — one at the Price School, the other at the Washington Grammar School. The Price School clinic was conducted by a teacher from the Washington Grammar School; the Washington Grammar School clinic was conducted by a teacher from Price School. In both cases a teacher of health and science was chosen. The interchange of teachers was made with the hope that such an arrangement would evoke more interest from all concerned and would inject new ideas into each group.

2. A demonstration group of 20 was chosen at random from the seventh and eighth grade classes of each school. These pupils were the experimental group for the visiting teacher. Seventh and eighth graders were chosen because of their maturity and the general idea that they would best accept the material to be taught.

3. The clinics were open to the teachers of any grade level; however, teachers of grades six through eight were urged to avail themselves of the opportunity to see how they might approach the subject of contagious diseases (particularly those venereal in nature) in their own classes.

4. The experimental groups were

[1] **Special Problems of Negro Education**, Staff Study No. 12, Advisory Committee on Education, 1939.

[2] "Stamp Out VD," The American Social Hygiene Association, 1945.

assembled in normally arranged classrooms. The teachers who observed were seated inconspicuously in the room. Each teacher was given the following outline and a copy of the test administered to the children.

Outline of Material to Be Continued in Health Clinic, Feb. 7, 1945

I. Significance of VD Day
   A. To the child
   B. To the community at large
II. Historical Background
   A. Man's knowledge concerning venereal diseases
   B. Superstitions, etc.
   C. Experiments for cures
III. Contagious Diseases
   A. How spread, treated, and prevented
   B. Parts of body affected
      1. Correct names for body parts
IV. Syphilis: A Venereal Disease
   A. How spread
   B. How treated
   C. How prevented
   D. Effects upon the body
V. Gonorrhea: A Venereal Disease
   A. How spread
   B. How treated
   C. How prevented
   D. Effects upon the body

4. The two conducting teachers had conferences beforehand in which they outlined a uniform coverage of material, constructed the test to be given the pupils, planned outline to be observing teachers that they might more readily follow the course of the lesson. The procedure for conducting the clinic follows:

(a) Administered test to pupils in order to discover what ideas they had concerning information.
(b) Taught material included in outline.
(c) Administered same test as means of discovering whether pupils' ideas had changed; and, if so, along what lines.

Here is the Test

Name .....

Date.....

TRUE-FALSE

DIRECTIONS: Put a T on the line in front of each statement which you think is true. Put F on the line in front of each statement which you think is false.

..... 1. February 7 is Social Hygiene Day.
..... 2. All diseases are contagious.
..... 3. A Cold is a venereal disease.
..... 4. If a mother has syphilis, the disease can be transferred to the child at birth.
..... 5. Isolation is recommended as a treatment for contagious diseases.
..... 6. Tuberculosis is a social disease.
..... 7. "Shots" or injections are given only to patients having syphilis.
..... 8. Doctors have found no cure for syphilis or gonorrhea.
..... 3. Colds, tuberculosis, and syphilis can be contracted through kissing.
.....10. Sulphur and molasses are used as a sure cure for gonorrhea.

MULTIPLE CHOICE

DIRECTIONS: Draw a circle around the answer (or answers) which you think correct.

1. Social diseases are syphilis infantile paralysis smallpox gonorrhea measles tuberculosis.
2. A fairly reliable test for syphilis is the Schick test Wassermann test iodide test X-ray.
3. A recommended procedure to follow when someone is sick is to take home remedies to consult your doctor to wait for the symptoms to disappear.
4. Germs multiply most rapidly in places which are cold and damp moist and warm cold and dry moist and cold.
5. Gonorrhea should be treated early in its course with Epsom salts Sloan's liniment penicillin sulfa drugs.
6. Venereal diseases are diseases of the nose hands genital organs feet.
7. Most experimental progress in social hygiene has been made in the 16th century 19th century 20th century.
8. The city and county provide free treatment for people with venereal diseases through juvenile court clinics maintaining doctors on call for patients.
9. An effective weapon against disease is insufficient sleep proper food lack of cleanliness insufficient exercise.
10. Blood tests for syphilis must be given—
   when people apply for marriage licenses
   when children enter public school
   when soldiers enter the armed forces

No. Right..... **No. Attempted**.....

5. After the pupils completed their second test, they were dismissed. The teachers then discussed and criticized the lesson, made suggestions as to how the same material might be adapted to their individual situations, considered the how's, when's, and why's of sex education. They were free to compare the results of the pretest and test, and to make any inquiries they wished.

The results of this experiment, by no means, could be called scientifically valid, but some of the casual findings are interesting.

1. In the pretest, 12 children considered infantile paralysis a venereal disease; 11 considered measles; 17, smallpox; and 19, tuberculosis. There was no considerable change in these figures in the test given after the information was taught.

2. In the pretest, 18 believed the X-ray a fairly reliable test for syphilis. Only 5 held this belief in the test.

(Continued on Page 13)

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Young Musicians Use Real Instruments

By Mrs. Beulah Moore
Principal, Isabella Wyche School, Charlotte

The groups appearing on the front cover constitute the Tonette or Novelty Band of Isabella Wyche School in Charlotte, N. C., under the direction of Mrs. Rosa Smith Pitts.

The organizer, Mrs. Pitts, has combined a number of C instruments in an effort to bring out the beauty, melody and harmony in effective teaching of music techniques and appreciation in the elementary grades. Such instruments as the Tonette, Song Flute, Ocarina, Jugarina, Cadet Bugler, Recorder, Bells, Tom Tom, Zylophone and drums are combined in varied and interesting forms.

This training not only enriches the child's musical experiences, but also enables him to become pitch and interval conscious. The Melody Fun method of training is used and is easily incorporated with regular singing classes and the use of Music Hour series.

This unique group was organized in 1941 and since that time large numbers of students have finished the prescribed course and have become members of some high school band.

No special provision was made for music instruction in the school prior to 1943. The parents, however, readily cooperated in purchasing instruments for their children. This was supplemented by the school and P.-T.A. with the school purchasing the uniforms (capes of blue and gold).

The group has played in public many times and has entertained at the local service club, air base, schools and churches. Their out-of-town itinerary includes city and county schools of Mecklenburg, Gaston and Cleveland Counties.

The harmonica section of the band had to be discontinued for the duration due to priorities.

The Lyons Band News and Kjos Music News, published in Chicago, Ill., refer to Mrs. Pitts as the organizer of the first novelty band in the Negro Elementary Schools of the Piedmont Section.

"Something to Teach"

July 3, 1944—By Marcellus C. Miller, *Loon Lake Colony, Chestertown, New York—written especially for the students of my classes there and my many friends at home who are daily readers of the Charlotte Observer.*

Observations in my own behavior demonstrate the truth of the premise that once one learns the art of living for something other than oneself, one ceases to be bothered by either a feeling of loneliness or of fear — he becomes ageless and possessed with perpetual youth, in face of obvious wear and tear on his physical body. This phenomena of human behavior is sometimes distastefully known as religion—and it is! It might also be called a workable behavior pattern developed by continuous self-discipline.

Too long has the Christian Philosophy of living been neglected as a scientific plan of living! Too long it has been taught as an emotional appeal to human salvation. It is an appeal to human salvation! It may be emotional, also it is the most logical and scientific plan of living yet devised for human progress.

Deliberately for years I have neglected the idea that Christianity is a separate and difficult way of life and experimental with the idea that it is a logical approach to any life problem. My experiments have been convincing!

As a scientist I have tried the approach in my work and teaching. I have found that the approach is more important than the work itself. I have found that all of the wonderful knowledge of science is useless unless tempered by the great discipline of Christian living. I have found in all of my work no meaning except for the purpose of building a better world — creating the Kingdom of God!

This idea of creating a better world — bringing the Kingdom of God cannot be taken away from any life activity — cannot be removed from any human pursuit without destroying the ultimate good of the endeavor.

My experiments in my own life and the lives of my students, have convinced me that one of the greatest fallacies of our teaching is the fact that we have tried to separate the part of human behavior known as religion from the other items of our teaching. This can be done only to the detriment of a better world.

We have failed to show that the behavior pattern set down by the Christian Philosophy of living is the best proved formula for achieving the good life.

We have not subjected the Christian Idea of Living to the same tests that we have subjected other ideas. Had we done this, to our own amazement, we would have found that it does measure up as the most convincing philosophy.

Our reason for such neglect may be attributed to the fact that such experimentation calls for work. The fruits of such labor, however, are worth it.

Time and time again during the course of these experiments I have lost faith temporarily in the idea—in the long run, however, I have

(Continued on Page 14)

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Official Publication of the
NORTH CAROLINA NEGRO TEACHERS ASSOCIATION

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VOL. XVI MAY, 1945 No. 3

WE WIN AN IMPORTANT BATTLE

Let us face an unpleasant fact. We had to attempt the seemingly impossible as an Association this year to avoid disastrous retreat from the goals we had set. The unpleasant fact, however, which we must face is that the travel ban imposed by the Office of War Mobilization caught us unprepared for such an emergency. The occasion was rendered even more regretable by our observation that regional athletic tournaments were given the green light while our convention was declared unessential. Technically we were not closely enough organized to carry on even our fiscal affairs. There is another side of the picture, however, which we can view with justifiable pride and even a little boasting.

We can boast righteously that there is a spirit of loyalty and cooperation in the membership of our organization which has triumphed over our unpreparedness and technical weakness. When it became known that we could not hold the full meeting of the 64th Annual Convention, our spirit was challenged and rose up to meet the emergency. Great faith was expressed by President Tarpley and the Executive Committee. Careful plans were projected under the guidance of the president and the mails took the place of the platform. The plight of the Association was made known to leaders in every nook and corner of the State and the response was immediate. Over 5,500 memberships have been reported up to this time and we have reason to believe that our goal of 6,000 will be reached. The incoming administration can be free of financial embarrassment and able to plan progress instead of repairs. We are justly proud of the spirit which supported so well the abbreviated 64th Annual Convention in its effort to carry on.

Sixty-fourth Annual Convention
of the
North Carolina Negro Teachers' Association

in session

Saturday, March 31, 1945, at Shaw University
Raleigh, North Carolina

FIRST SESSION

Leonard Chapel, 11:00 o'clock a.m.
Program as presented by President J. A. Tarpley:

1. Devotional opening
2. Greetings—Dr. R. P. Daniel, President of Shaw University
3. Panel Discussion:
   "Improving Professional Organization and Larger Professional Relationships Among North Carolina Teachers"
   Discussion Leaders:
   Dr. Roy Morrison, University of N. C. Chapel Hill, North Carolina
   Mr. James T. Taylor, Office of Price Administion (On Leave, N. C. State College for Negroes)
   Miss Virginia Kirkpatrick, Principal Thompson School, Raleigh, North Carolina
   Mr. S. B. Simmons, State Supervisor of Vocationaltional Agriculture, Greensboro, N. C.
   Miss Marie McIver, Departent of Public Instruction, Raleigh, N. C.
   Dr. Arnold Perry, Department of Public Instruction, Raleigh, N. C.
4. Questions and discussions from the floor on Panel Discussion
5. State Income Tax and Teachers—W. L. Greene, Executive Secretary of the N. C. Negro Teachers' Association
6. Ex-Governor Broughton's Survey Committee Report
7. Voting in N. C. — Rev. S. F. Daly.
8. Adjournment for lunch
   Note: After lunch the group will re-assemble for the business affairs of the Association for the ensuing year.

The devotional period was conducted by Mr. M. V. Brown of Goldsboro.

In his opening remarks, President Tarpley reviewed the ODT ruling which has restricted travel to the extent that it was only possible to invite to the assembly the Executive Committee, the Chairmen of Sections and Departments and the officers of the four districts: Northeastern, Southeastern, Piedmont, and Western. He urged these representatices to think seriously of the grave responsibility which was theirs in conducting the business affairs of more than six thousand members.

Ex-Governor Broughton's Survey

Because all of the members of the Panel had not arrived at this point, President Tarpley gave a brief summary of the work of the commission appointed by Ex-Governor Broughton to study Negro Education. He stated that some persons would probably raise the question, "Why conduct so many surveys?" "There is virtue in repetition," the speaker asserted, in that the weakness of our entire educational system is kept constantly before all concerned.

President Tarpley pointed to recent achievements with due pride, such as: the equalization of teacher loads, equal offerings in courses of study for both races, identical requirements in the matters of training and certification of teachers, the equalization of salaries, standard school evaluation techniques, and uniform school attendance requirements.

The following needs were stressed:

a. A program of consolidation.

c. Equitable distribution of public funds.

Panel

The panel leader, Dr. Morrison, was presented by President Tarpley.

Dr. Morrison explained that he was pinch-hitting for Mrs. Annie Laura McDonald, who sent regrets that the condition of her health would not permit her attendance. In his introductory remarks, Dr. Morrison reiterated the fact that, "we cannot have a great state if we are one-half educated and one-half ignorant." He stated that, "with the nine months school term and with equalized increased salaries, teachers have a greater challenge to develop the best possible education for each individual child working with his individual teacher and all available facilities."

Speaking to the point of the subject, "Improving Professional Organization and Larger Relationships Among North Carolina Teachers," Dr. Morrison thinks that a professional organization can justify its existence only as, (1) it protests and advances the welfare of its members, (2) as it contributes to, aids, and encourages the professional growth of its membership and (3) as it makes it possible for them to give better professional service.

The "improvement of professional organizations and the enlargement of relationships must take place in the local unit, or must be planned on the district and state level to contribute directly to improvement and enlargement on the local level." Dr. Morrison thinks that a strong local unit has certain fundamental characteristics and further strength will come to it largely through improving these characteristics:

1. It works as a volunteer organization.
2. It provides for the widest possible participation by the individual teacher.
3. It provides opportunities for teachers to work together, to share their efforts and the results of their efforts to improve their own position and to improve the educational opportunities of their pupils.
4. It must bring together the teacher group and other groups in the community which are interested in better young citizens and better communities for them to live in.

MR. J. T. TAYLOR—

Mr. Taylor feels that the relationships of teachers should be strengthened through:

1. The setting up of broad educational objectives by the 26,000 teachers of the state with a proportionate of equal sharing by both races.
2. The combined efforts of an interracial Legislative Committee to work out a uniform program for improvement.

Mr. Taylor says, "There is no royal nor a racial road to learning."

MISS VIRGINIA KIRKPATRICK—

Miss Kirkpatrick emphasized two points with regard to teacher organizations:

1. That the selection of officers be done with greatest care to secure the greatest possible efficiency.
2. That the program of the entire organization both central and local be meaningful and contribute definitely to the professional growth of the teachers.

MR. S. B. SIMMONS—

Mr. Simmons pointed out:

1. That the state-wide organization functions better when the local organizations function properly.
2. That the aims and objectives of both the state and the local organization should contribute to the development of a general theme.

MISS MARIE McIVER—

Miss McIver feels that possibly the most powerful foe to general progress is the mis-directed emphasis on structure. She says, "we must start from the bottom and build up to the top." The "bottom" as interrupted by Miss McIver would include:

1. The more than 200,000 rural school children of the state.
   a. An adequate distribution of free service to children in removed areas.
   b. Due recognition to the very large percentage of the Association membership in these areas.
2. The share and share alike policy for all members, especially classroom teachers. Miss McIver feels that the classroom teacher is capable and ready to make a definite contribution in the development of an improved program. "Educators need to learn to cooperate," says Miss McIver.

DR. ARNOLD PERRY—

Dr. Perry thinks that the Public Relations Program of teacher organizations must be improved through:

1. Better leadership stressing our democratic way of living.
2. Active participation on the part of all members.

   In recent years, the chief interest has been that of raising teachers' salaries with no regard to services rendered. "Teachers must accentuate the idea of service." A sound warning was given against the resemblance of teachers' activities to those of Labor Unions.

In his summary Dr. Morrison urged:

1. The strengthening of local units.
2. The extreme importance of clarity of purpose in organized moves. Dr. Morrison explained that, "Labor Unions are more sinned against than sinners. They have fine objects, but have not had the emphasis by the press."
3. The elimination of the false notion that, "teachers are not ready," for the participation in policy making programs. "If we wait to get ready before we start, — when will we start?"

Following a brief question and discussion period,

the panel was disbanded and President R. P. Daniel was presented.

Dr. Daniel welcomed the assembly to Shaw University and commended it upon the selection of Leonard Chapel as ameeting place. Being the original home of Shaw University's Medical School and at present the home of the Theological Department; Dr. Daniel said that he thought it offered a splendid setting for the assembly to engage in the business of improving the techniques of saving the minds of man.

AFTERNOON SESSION—2:30 o'clock

Mr. S. F. Daly presented briefly a guide book that he has written entitled, "How to Register and Vote." Many complimentary copies were distributed.

Following the reading and the adoption of the minutes of the Executive Committee Meeting of January 20, 1945, it was agreed that all members of the Association present were eligible to vote and take an active part in the business proceedings.

Budget

Before appointing this committee, President Tarpley read a letter from Dr. Rufus Clement, President of Atlanta University, in which a request was made that the association become co-sponsor in the publication of a study he had made of a phase of Negro Life in North Carolina. It was recommended that the budget committee dispose of this matter along with many other suggestions that came from the floor.

Budget Committee:

Rev. H. S. Davis, Oxford, Chairman.
Mr. S. C. Smith, Greensboro.
Mr. I. H. Miller, Salisbury.

Nominating Committee:

Mr. A. H. Anderson, Winston-Salem, Chairman.
Mr. E. M. Barnes, Wilson.
Mr. T. Jeffers, Gastonia.
Miss Ethel Wyche, Rocky Mount.
Mrs. Marie C. Moffitt, Durham.

This committee was advised to submit the names of persons for the following offices:

Vice President.
Recording Secretary.
Treasurer.
Two members of Executive Committee.

Members retiring from the Executive Committee:

Mrs. E. T. Hayeswood, Laurinburg.
Miss Ethel Wyche, Rocky Mount.
Dr. F. L. Atkins, Winston-Salem.

The following recommendations on sectional organization were presented by President Tarpley:

1. The establishment of four sections in the general programs of the Association—
   a. Elementary.
   b. High School.
   c. College.
   d. General.
2. Require each Department to operate as a subdivision of a Section.
3. Make a combined appropriation in the budget for each Section as a whole and allow the Section to prorate the budget allowance among the respective Departments coming under its supervision.
4. Sectional Councils—
   These should comprise the chairman of the Section and the chairmen of the respective departments. The Sectional Council should have charge of handling its budget but required to operate within its allotment.

Acting upon a motion—put forth by Dr. N. H. Harris, this plan was adopted.

Committee Reports:

1. Planning Commission—No report.
2. Legislative Committee—Mr. J. T. Taylor.
   A report was made on the funds collected by a special call by Mr. Taylor to support the recent legislative action on the Five-Point Education Program.

LEGISLATIVE EMERGENCY FUND

Contributors		Amount
Fayetteville Teachers Association		$ 191.50
Raleigh Schools		105.25
Crosby-Garfield	$ 19.00	
Oberlin School	7.50	
Lucille Hunter	23.75	
Washington School	55.00	
Oxford Schools		43.00
Mary Potter School	$20.00	
Orange Street School	16.00	
Colored Orphanage Elem.	7.00	
Berea—Oak Hill District Schools, Oxford		29.00
Durham Schools		100.00
Durham Association of Public Schools	$75.00	
Hillside High School	25.00	
High Point H. S. Teachers		50.00
Rocky Mount Teachers Association		155.00
Reidsville Teachers Association		35.00
Lee County Teachers Assn.		28.00
Creedmore High School		15.00
Charlotte Teachers Association		165.00
Wilson Schools		53.00
Sallie Barbour School	$17.00	
Vick Elementary School	13.00	
Darden High School	23.00	
North Carolina Negro Teachers Assn.		100.00
Goldsboro Local Unit		100.00
Reid High School, Belmont		15.00
Greensboro Teachers Association		115.00
Henderson Institute		14.00
Mecklenburg Co. Teachers Unit		92.00
Wake County Rural Schools		102.00
Wilmington Schools		97.00
Peabody School Faculty	$25.00	
Peabody P.-T.A.	25.00	
Williston Industrial School	21.00	
Williston Primary School	14.00	
Rural Schools, New Hanover	12.00	
Winston-Salem Teachers Association		150.00
Total		$1,779.00
Paid to N.E.A. Legislative Committee		1,041.75
Balance on hand		$ 737.50

(It was ruled that this balance be reserved as an emergency fund for future legislative activities.)

3. Constitutional Committee—
   This committee was not ready to report. Many fine suggestions were made for Constitutional

improvement and Dr. H. L. Trigg made a motion that—"All constitutional matters be referred to the Constitution, Committee to be brought in to the next regular general assembly." The motion was carried.

4. Budget Committee—Rev. H. S. Davis, Reporting:

President's Office	$ 100.00
Recording Secretary's Office	50.00
Treasurer's Office	25.00
Executive Secretary's Office	400.00
Executive Secretary's Travel	350.00
Secretarial Help, Exec. Sec's. Office	480.00
Executive Committee Meetings	200.00
Publication and Mailing of Records	1,400.00
District Meetings	300.00
Salary Executive Secretary	2,400.00
Emergency Fund	100.00
College Section	50.00
High School Department	100.00
Elementary Department	200.00
High School Principal's Section	100.00
Elem. Principals & Supervisors Section	100.00
Home Economics Section	50.00
Music Section	50.00
Industrial Education Section	25.00
Physical Education Section	75.00
Library Section	50.00
Convention Expenses	425.00
(Special provision—Special Affair)	75.00
Gifts:	
Interracial Commission	50.00
N.A.A.C.P.	50.00
American Teachers Association	25.00
Association of Negro Life and History	25.00
Oxford Orphanage	75.00
Planning Commission	200.00
Total	$7,455.00

This report was adopted with no changes.

5. Treasurer's Report:

N. C. NEGRO TEACHERS ASSOCIATION
Financial Statement
Checking Account, Union Natl. Bank, Oxford, N. C.

Balance, Sept. 1, 1944	$5,815.11	
Deposit, Oct. 4, 1944	17.50	
Deposit, Dec. 18, 1944	2,000.00	
Deposit, March 1, 1945	1,000.00	
Deposit, March 21, 1945	1,000.00	
Deposit, March 30, 1945	1,000.00	
Total		$10,832.61
Expenditures		3,153.41
Balance		$ 7,679.20
Transferred to Savings Acct. (Mechanics & Farmers Bank, Durham)	$1,000.00	
Transferred to Building Fund (Mechanics & Farmers Bk., Raleigh)	1,000.00	
Total		$ 2,000.00
Total Balance, Chkg. Account		$ 5,679.20

Savings Account, Mechanics and Farmers Bank, Durham

Balance, Sept. 1, 1944	$2,808.21	
Interest, Jan. 1, 1945	14.04	
Deposit, Jan. 2, 1945	1,000.00	
		$ 3,822.25
Deposited on Building Fund (Mechanics & Farmers Bk., Raleigh)	1,000.00	
Total Balance, Savings Account		$ 4,822.25
Grand Total (Chkg. & Svngs. Accts.)		10,501.45

We also have on hand a $1,000.00 U. S. War Bond.

H. S. Davis, Treasurer
March 31, 1945

This report was adopted.

6. Report of Executive Secretary — Mr. W. L. Greene:

Membership dues reported to date, March 31st, 1945, $6,561.00.

7. Nominating Committee—Mr. A. H. Anderson:

President, Dr. H. L. Trigg, Elizabeth City.
Vice President, Mr. J. T. Taylor, Durham.
Recording Sec., Mrs. Nora Evans Lockhart, Raleigh.
Treasurer, Rev. H. S. Davis, Oxford.
Executive Committee—Mrs. Marie C. Moffitt, Durham; Mr. J. A. Tarpley, Wilson.

This report was adopted.

The elevation to Vice President of Mr. J. T. Taylor created another vacancy in this group, since he was already a member of the Executive Committee. Nominations were accepted from the floor and Mr. H. V. Brown of Goldsboro was duly elected to complete Mr. Taylor's unexpired term of two years.

EXECUTIVE COMMITTEE

President—Dr. H. L. Trigg, Elizabeth City.
Vice President—Mr. J. T. Taylor, Durham.
Ex. Sec.—Mr. W. L. Greene, Raleigh.
Rec. Sec.—Mrs. Nora Evans Lockhart, Raleigh.
Treasurer—Rev. H. S. Davis, Oxford.

Retiring 1946—

Mrs. Eva J. Cooper, Short Journey School, Smithfield.
Pres. J. W. Seabrook, Fayetteville State Teachers College.
Mr. W. H. Davenport, Greenville.

Retiring 1947—

Mr. H. V. Brown, Goldsboro.
Mr. S. C. Smith, A. and T. College, Greensboro.
Mr. J. E. Grigsby, Second Ward High School, Greensboro.

Retiring 1948—

Mrs. Marie C. Moffitt, North Carolina College, Durham.
Mr. J. A. Tarpley, Dudley High School, Greensboro.
Mr. J. A. Harper, Tower Hill Elementary School, Kinston.

The new officers were installed by Prof. L. H. Hall of Salisbury.

A motion for adjournment was put by Dr. J. W. Seabrook.

Respectfully submitted,
Mrs. Nora Evans Lockhart,
Recording Secretary.

We Rally To The Call

(A Primary Defense Play)

MRS. HELEN HOLMES BOOKER

Teacher, First Grade, Jacksonville School, Greensboro, N. C.

Rosa Lee: Parents, Friends and Teachers, this afternoon we will try to show you how we carried out "A Defense Program in our Grade.

Cephus: When school opened in September our teacher showed us several pictures of children helping in Defense Programs.

Nebraska: She said even though we were very young we too could play a great part in helping to win the war.

Geraldine: I was glad when she said that; because I want to do something to help our own U.S.A. My brother John is in England. We have not heard from him since the Invasion.

Cecil: When Father came home last week from Fort Bragg to spend the week-end I told him what our class was doing to help win the war. He said we were really true Americans.

Laura: Our teacher said in order for us to be useful citizens we would have to have healthy bodies. She taught us a "Health Creed." We recite it every morning during our "Devotional Period."

Betty Jean: We pledged to live useful lives so that we could be an honor to our Parents, to our Friends, and to our Country.

Robert: We no longer spend our pennies for candy, cakes, ale or chewing gum. We save them and buy milk, apples and oranges for our lunch, so that we will be strong and healthy.

James: My Daddy was very anxious to go to the Army. He volunteered but he did not pass when he was examined. Grandmother said, "He did not drink milk and eat the proper foods when he was a boy."

Pauline: Early in the school year our teacher assigned a place to us to be used as a "Refugee Hall" should an Air Raid come while we were at school. We practiced often going to our "Refuge Halls."

John: Our teacher told us to tell our Parents to be calm should an Air Raid come, not to come to school for us because, she would take us to our "Refuge Hall."

Charlena: In our Language Class Monday we named the things we could bring to school to sell. Our teacher printed on oak tag what each promised to bring. We read the chart each day before going home so we could look for some of the things to bring to school.

Hampton: We brought automobile tires, iron, and paper.

Thomas: We collected coat hangers to be used by the soldiers.

Margaret: We had a "Tin Can Drive." Each child brought at least one tin can to school, bent flat, ready for shipping.

Deldis: A graph was posted each day in the chapel to show which child had bought the highest number of stamps.

Maxine: I bought enough stamps at school to fill two books. Daddy turned the books in at the Post Office and got two $25.00 Bonds. My teacher gave me a book with some War Stamps in it for buying more stamps than anyone else in my class.

Theodore: We promised to save our pennies and try to buy at least one stamp each week during our Summer Vacation.

Henry: We made some Calendars and book-marks for Christmas gifts for the patients in L'Richardson Memorial Hospital of this city.

Lefoy: Hazeline is our Junior Red Cross Secretary. She wrote a note telling who sent the gifts.

Hazeline: The Postman brought a letter to me at school from the superintendent of the hospital, asking me to thank the class for her and the patients for the useful gifts.

Raymond: We learned some beautiful poems: Our Verse-Speaking Choir will recite these poems: "Jesus, We Thank Thee," "A Patriotic Creed," "Our Flag," "American Creed," "Health Creed," "Pledge to the Flag."

Mary: Our teacher asked us to bring all the pictures we could find to school of soldiers, sailors, nurses, ships and airplanes.

Estelle: We composed Cooperative Stories about these pictures. Our teacher printed these stories on oaktag.

John: Several parents visited our room during the year. We read our Cooperative Charter for them and recited our poems.

Margaret: We are making a Defense Dictionary. We paste pictures in it and write the names under the pictures.

Rosa Lee: Parents and Friends, we have tried to tell you something about how we are carrying out our "Defense Program." We hope that we have been able to prove to you that even though we are quite young we are playing our part in helping to win the war, so that the victory will soon be ours and the American soldiers will soon be coming home.

Recommendations For Vocational Education

(Continued from Page 4)

perintendents, members of boards of education, and county commissioners with respect to their vocational needs. Expressions of needs and interests by the masses of people very frequently have greater effect on local authorities than the mere contentions of the teacher, principal, or supervisor.

III. It is suggested that a study be made of the vocational needs and interests of Negroes on a statewide basis including trends and developments of new occupational opportunities in terms of what we are now doing and what can be done.

The Negro and the Ballot

(Summary of An Address Delivered at the 64th Annual Convention)

By Rev. S. F. Daly

In a democracy, a group that does not vote has no rights which politicians must respect. And, pathetically, Negroes in North Carolina do not vote—at least not to any appreciable extent.

Factualizing, in 1940, the population of North Carolina was 3,571,623, of which 981,298, or 27.7 per cent Negroes. In the general election of last November, the state election board reported Carolina as casting a total of 822,648 votes. According to the best estimates Negroes cast about 45,000 votes.

In other words, 27.7 per cent of the population cast only 5.4 per cent of the ballots while 72.3 per cent cast 94.6 per cent of the ballots.

To present the matter differently, while one out of every 4.6 citizens voted and one out of every 3.2 white citizens voted, only one Negro out of every 21.8 voted.

"By comparison as to frequency we may say, North Carolinians go to the polls 4.7 times; the white citizens 6.8 times, while the Negro goes once."

Self-preservation is not only the first law of nature, it is also the first law of democracy. For through the ballot, and this is the real purpose of the ballot, each group to its ability must take care of itself **first**, then other, and more powerful groups, will pool with an active group. No group will, or can, afford to pay the price of granting seats of power to any group that is too ignorant, too scared, or too disinterested to discharge its civic duty at the polls.

A thorough, systematic and permanent training of our people to shoulder their responsibilities at the polls must be taken **now**, if we are to make our contribution and secure our share of things to come in the postwar period. Because the state curriculum provides for civic training, because the teaching profession has the largest number of trained members, and because they are the most strategically integrated among our people, this training of our people, in the very exigency of the case, rests primarily with the teachers. They cannot delegate it wholly to others.

The people are ready, even though some may be skeptical. And why should they not be when one considers our associations' record? Nevertheless, we should go forward for we are able.

Many times have we paid the price for not doing it. Let us now pay the price and DO IT!

Should We or Should We Not?

(Continued from Page 6)

3. In the pretest, 17 believed that germs thrive best in cold, damp places. Only one held this belief in the test.

4. In the pretest, 3 thought Epsom salts and one thought Sloan's Liniment treatment for gonorrhea. None thought this in the test.

5. In the pretest, 30 thought all diseases contagious. In the test, 28 adhered to this belief.

6. In the pretest, 19 thought sulphur and molasses a sure cure for gonorrhea. None held this belief in the test.

7. In the pretest, 13 did not think that syphilis could be passed from mother to child. Eleven held to this belief in the test.

8. All knew that February was VD Day and that colds, tuberculosis, and syphilis can be contracted through kissing.

The results of this experiment were gratifying. The pupils in both clinics were definitely interested; but, in some instances, they indicated surprise at the matter-of-fact manner of the presentation of information usually held taboo. As far as could be discerned, the whole procedure was viewed objectively by them. Their questions were sound, if not fluent. They were asked as unemotionally as would be questions about Army insignia or the weather. The observing teachers showed much enthusiasm. They differed in their convictions about when, where, and how sex education should be given. Such differences of opinion were anticipated.

It is sincerely hoped that this beginning will serve, at least, as an incentive to more serious thinking among teachers and administrators, concerning social hygiene. A program of sex education might enable us to leave a heritage of health and good living to our children. May we grasp the opportunity and relegate the responsibility of teaching our children solid facts about sex to some definite area—the home, the school, the social agencies. If the State of North Carolina accepts the challenge and plans a workable program of social health improvement to be effected through its schools, it will add to its number of creditable contributions to education in the South.

A Gettysburg Address to Gillis Emanuel Cheek

By Clara Celestine Barnes

(Dedicated to Rev. G. E. Cheek, ex-principal of the Warren County Training School, for his twenty-three years of unselfish service and devotion to the Warren County Training School and Community.)

Two score and three years ago our ex-principal came to this community that had previously been conceived with limited educational accommodations and dedicated to the proposition that ALL members

(Continued on Page 16)

New School Legislation: Editorial Comment Quoted From North Carolina Public School Bulletin

Although the public school laws enacted by the General Assembly of 1945 do not stand out quite as prominent as when the laws were passed making provision for the 12-year program, free textbooks and the nine-months term, when considered as a whole, it may be said that they definitely provide for further improvement in the public school opportunities offered the children of the State.

In the first place, a substantial increase was made in the appropriation for the operation of the nine-months term, this increase in the main for the specific purpose of increasing the salaries of teachers and principals. Not considering the "emergency salary" provision, the increase in the appropriation for 1945-46 over 1944-45 was more than three million dollars. This increase provides for a salary schedule beginning with $125 monthly for beginning teachers holding Class A certificates and extending with yearly increases to $162 monthly for teachers with nine years experience. Proportionate increases were provided for teachers holding other types of certificates, and principals were allowed ten months pay for ten months service.

If the "emergency salary" provision of $10 monthly on a calendar basis is paid, and there seems to be unanimous agreement that it will, certainly during 1945-46, then there will be an additional increase in the appropriation for the support of the nine-months school term amounting to over 3¼ million dollars. The total increase for next year will be nearly $6,400,000.

With this increase in funds, although it is not as great as that advocated by the several organizations, which under the title United Forces appeared as a group before the Legislature, the teachers will receive an increase of approximately $20 per month and principals will be permitted pay for an extra month's work performing duties incident to the opening and closing of schools.

These increases should have a tendency to hold teachers on the job a little better than has been the case and to attract new and better teacher talent for the ensuing years. It will help also to produce better business in the communities in which these teachers are employed. Then, too, the children will come in for their share in the increase by retaining the services of the better qualified teacher or in securing a better trained new teacher.

But the General Assembly of 1945 did more than increase the funds for the support of the nine-months term. The appropriation for vocational education was increased from $914,561 to 1,112,026. Provision was made for furnishing free basal textbooks to children of the eighth grade, which likewise called for an additional appropriation of $235,000. And finally, the amount appropriated for purchasing school buses was increased from $650,000 annually to $1,338,764 in 1945-46.

The total amount appropriated for the public schools in 1945-46, including the emergency salary, was approximately $47,560,000. When this is compared with the 1944-45 total appropriation of $40,139,000, it will be observed that it represents an increase of $7,427,000. And so, even though it may not meet the needs, it does represent a decided advance in the appropriation of public school funds.

In addition to the appropriations made for these several purposes the General Assembly also extended the upper limit of the compulsory attendance age from 14 to 15 years in 1945-46 and to 16 years in 1946-47. The new law, however, is not applicable "to children living on farms or engaged in commercial fishing or fisheries," nor may it apply to boys engaged "in any gainful occupation and/or employment permitted by the labor laws of this State" for six months after the duration of the war.

The provision for a new method of adopting textbooks, the setting up of eight educational districts from which State Board members would be appointed, the enactment of a fiscal control act, and the provision for a revolving fund from which payments due lunch rooms could be advanced were other important actions of the 1945 General Assembly.

Surely, we must admit that some progress has been made. Whether each separate act passed means progress, time only will prove. Suffice it to say that legislative sentiment in the majority was in favor of the bills enacted into law and so they are now the law.

"Something To Teach"

(Continued from Page 7)

always been convinced that the idea is most definitely justified.

We must teach that this one element of behavior is the all important factor — that without it, no measure of success can be expected in any human interest or activity. It is not important to name the particular interest or activity.

There can be no government, no justice, no science, no art, no international relations, no music, no happiness, no peace, no "One World" until this one all important factor has been included in all human endeavors.

We must each become willing to experiment with this idea enough to become convinced that it is the way! We must each be patient teachers of the Philosophy. Our secondary professions will bloom in proportion as we draw our strength from our belief in Christianity. If we are teachers then each of our students will become a disciple of our teaching; if we are doctors then our medicine will be touched with magic; if we are artists then our work will possess a soul; if we are students then more knowledge will be unfolded to us; if we are mechanics then we shall become the masters of machines; if we are governors then we shall become just governors; if we are singers then our music will become the songs of angels; if we are parents, then our houses will become the House of God!

Laborer, cook, sailor, farmer, tailor, teacher, preacher, doctor, engineer, trainman, all must lend themselves to the cause of building a better world! Is this not the end toward which all men strive?

Special Bulletin

— of —

Units Supporting the Association 100 Per Cent in the Convention Emergency

ALAMANCE COUNTY
Burlington Schools, Alamance County Unit.

ALEXANDER COUNTY
Happy Plains School.

ANSON COUNTY
Morven Schools, Henry Grove High School, Ansonville Colored High School, Deep Creek High School, Polkton Colored High School, Anson County Training School.

BEAUFORT COUNTY
Washington High School, Aurora Colored High School District, Beaufort County Training School District, Belhaven School.

BERTIE COUNTY
C. G. White High School, Colerain School, Roxobel School.

BLADEN COUNTY
Booker T. Washington High School, Bladen County Training School, Spaulding-Monroe High School.

BRUNSWICK COUNTY
Brunswick County Unit, Brunswick County Training School.

BUNCOMBE COUNTY
Asheville-Buncombe Unit.

CABARRUS COUNTY
Logan High School, George Washington Carver High School, Cabarrus County Unit.

CAMDEM COUNTY
Rosenwald High School, Sawyer's Creek High School.

CARTERET COUNTY
Beaufort High School, Morehead City High School.

CASWELL COUNTY
Caswell County Unit.

CATAWBA COUNTY
Catawba - Rosenwald School, Ridgeview High School.

CHATHAM COUNTY
Horton High School, Chatham County Training School.

CHOWAN COUNTY
Edenton High School, St. John's School.

CLEVELAND COUNTY
Camp High School, Washington High School, Douglas High School, Green Bethel High School.

COLUMBUS COUNTY
Chadbourn Colored High School, Mount Olive High School.

CRAVEN COUNTY
West Street School, Craven County Unit.

CUMBERLAND COUNTY
Cumberland County Unit, Fayetteville Teachers College, Newbold Training School, Edward Evans School, E. E. Smith High School, Orange Street School.

CURRITUCK COUNTY
Currituck County Training School.

DAVIDSON COUNTY
Davidson County Unit.

DUPLIN COUNTY
Duplin County Unit.

DURHAM COUNTY
Durham City Schools, Durham County Unit.

EDGECOMBE COUNTY
Edgecombe County Unit, Tarboro City Schools.

EDGECOMBE-NASH COUNTIES
Rocky Mount City Schools

FORSYTH COUNTY
Forsyth County Unit, Columbia Heights Elementary School, Columbia Heights Primary School, Skyland School, Kimberly-Park School, Woodland Ave. School, 14th Street School.

FRANKLIN COUNTY
Franklinton Schools, Franklin County Unit.

GASTON COUNTY
John Chavis High School, Lincoln Academy.

GATES COUNTY
Gates County Training School.

GRANVILLE COUNTY
Berea District Unit, Creedmoor District Unit, Oak Hill District Unit, Wilton District Unit, Mary Potter School, Orange Street School, Antioch School, Colored Orphanage School.

GREENE COUNTY
Greene County Training School.

GUILFORD COUNTY
Guilford County Unit, Greensboro City Schools, Fairview School, Leonard Street School.

HALIFAX COUNTY
Halifax County Unit.

HARNETT COUNTY
Harnett County Training School, Shawtown High School, Harnett County Unit.

HENDERSON COUNTY
Hendersonville Colored High School.

HERTFORD COUNTY
Winton District Unit, Harrellsville District Unit, Ahoskie District Unit.

HOKE COUNTY
Hoke County Unit, Upchurch High School.

HYDE COUNTY
Hyde County Training School.

IREDELL COUNTY
Morningside High School, Dunbar High School, Iredell County Unit.

JOHNSTON COUNTY
Johnston County Training School, Short Journey School, Princeton Colored Graded School, Four Oaks School, Richard B. Harrison High School.

JONES COUNTY
Trenton Colored High School.

LEE COUNTY
Lee County Unit.

LINCOLN COUNTY
Lincoln County Unit.

LENOIR COUNTY
Kinston City Schools, La Grange High School.

MARTIN COUNTY
Martin County Unit, W. C. Chance High School, Williamston High School, McDowell County.
McDOWELL COUNTY
Old Fort School, Hudgins High School.
MITCHELL COUNTY
Grassy Creek School, Montgomery County.
MONTGOMERY COUNTY
Peabody High School, Mount Gilead School.
MECKLENBURG COUNTY
Alexander Street School, Fairview School, Isabella Wyche, Morgan School, Myers Street School, Mecklenburg County Unit.
MOORE COUNTY
Berkley High School, Pinckney High School, Academy Heights High School, West Southern Pines High School.
NASH COUNTY
Nash County Unit, Nash County Training School, Spaulding High School.
NEW HANOVER COUNTY
New Hanover County Unit, Peabody School, Williston Industrial School, Williston Primary School.
NORTHAMPTON COUNTY
Northampton County Unit, all schools.
ONSLOW COUNTY
Georgetown High School, Richlands School.
ORANGE COUNTY
Orange County Training School.
PAMLICO COUNTY
Pamlico County Training School.
PASQUOTANK COUNTY
Elizabeth City Teachers College.
PENDER COUNTY
C. F. Pope High School.
PERQUIMANS COUNTY
Perquimans County Training School, Hertford High School, Perquimans County Unit.
PERSON COUNTY
Person County Training School, Person County Unit.
PITT COUNTY
Greenville Schools, Grimesland District, Winterville Colored High School, Farmville High School, Bethel Colored High School.
POLK COUNTY
Tryon Schools, Polk County Unit.
RANDOLPH COUNTY
Randolph Training School, Randolph County Unit.
RICHMOND COUNTY
Ellerbe Colored High School, Hoffman School, Morrison Training School, Rockingham Schools.
ROCKINGHAM COUNTY
Reidsville Schools, Douglas High School.
ROWAN COUNTY
Price High School, Livingstone College, Granite Quarry High School.
ROBESON COUNTY
Red Stone Academy, Thompson Institute, Red Springs High School, Rosenwald High School, Marietta School, Southside High School.
RUTHERFORD COUNTY
Grahamtown High School, New Hope High School, Rutherford County Unit.
SAMPSON COUNTY
Sampson County Unit, Sampson County Training School.
SCOTLAND COUNTY
Laurinburg Institute, Gibson Colored School.
STANLEY COUNTY
Kingsville High School, Badin Colored High School.
SURRY COUNTY
Sandy Level School.
TRANSYLVANIA COUNTY
Transylvania County Unit.
TYRRELL COUNTY
Tyrrell County Unit.
UNION COUNTY
Winchester Ave. High School, Marshville High School, Western Union High School.
VANCE COUNTY
Vance County Unit, Central Graded School, Henderson Institute.
WAKE COUNTY
Dubois High School, Shepard High School, Apex District, White Oak School, Washington High School, Crosby-Garfield School, Lucille Hunter School, Oberlin School.
WARREN COUNTY
John R. Hawkins High School, Warren County Training School.
WASHINGTON COUNTY
Washington County Unit.
WAYNE COUNTY
Goldsboro Schools, Fremont High School, Carver High School, Wesley School.
WILSON COUNTY
Frederick Douglas High School, Wilson City Schools, Wilson County Unit.
YADKIN COUNTY
Yadkin County High School, Yadkinville School.

A Gettysburg Address to Gillis Emanuel Cheek

(Continued from Page 13)

of the community should have an equal chance to an education.

Now we are engaged in a great titanic struggle for political freedom, testing whether this community, or any other American community so conceived can long deny unto its citizens their inalienable rights to vote.

It is altogether fitting and proper that we should do this. But in a larger sense we cannot dedicate, we cannot consecrate, we cannot hallow, we cannot present our cause.

The brave educators, living and dead, who fought and are fighting valiantly to give the colored man the right to American citizenship, the right to vote, have consecrated it far above our powers to add or detract.

The world will little note nor long remember what has been done here, within this community, within this state by cowards, but it can never forget what our predecessor, Gillis Emanuel Cheek, has done toward the building, moulding, making, educating, and welfare of this institution, community, state, and nation.

It is for us, the brave, rather to be here dedicated to the unfinished and unselfish work that Gillis Emanuel Cheek before us has thus so far nobly advanced. It is rather for us to be here dedicated to the great task remaining before us;

That from our honored hero we take increased devotion to that cause which he gave his full measure of devotion; that those before and after him shall not fight and die in vain.

That this institution, community, state and Nation under God shall have a new birth of freedom; that government by the people, of the people, and for the people shall not perish from the earth.

The North Carolina College For Negroes

Summer Session 1945

The Graduate College will offer instruction leading to the Master of Arts and Master of Science degrees in a broad range of subjects.

The Undergraduate College offers courses listed in the catalogue and courses needed for certification.

REMEDIAL READING WORKSHOP
REMEDIAL MATHEMATICS
COURSES in SCHOOL and COMMUNITY PROBELMS
THE SCHOOL OF LIBRARY SCIENCE
PUBLIC HEALTH CONFERENCE
INTER-RACIAL CONFERENCE OR SEMINAR

FIRST SESSION - JUNE 7 TO JULY 18, 1945

SECOND SESSION - JULY 19 TO AUGUST 25, 1945

WHY GO OUT OF THE STATE, WHEN YOU CAN GET WHAT YOU DESIRE HERE?

REGULAR FALL TERM OPENS SEPTEMBER 18, 1945

For Further Information Address:

JAMES E. SHEPARD, President

Durham, North Carolina

PLEASE

THIS IS IMPORTANT

Members of the Association who change address next year should send a post card to the Executive Secretary giving the new address. Most of the mail from the office of the Association must be sent to your school address. It will take a much larger budget to send all copies of the Record to individual home addresses.

MEMBERSHIP FEES PAID DURING ANY SCHOOL YEAR PAY SUBSCRIPTIONS TO THE RECORD FOR THE FOLLOWING YEAR. This will be the case until the policy of the Association is changed and much more money spent for publication and mailing than is now available.

NOTIFY THE EXECUTIVE SECRETARY IF YOU CHANGE YOUR SCHOOL ADDRESS. The Association wants to keep in touch with you to be able to serve you continuously.

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Volume XVI
Number 4

October
1945

North Carolina Teachers Record

Official Publication of the North Carolina Negro Teachers Association

A GRASS ROOTS PROGRAM FOR FUTURE PROGRESS

"THE LOCAL ASSOCIATION is the cradle of democracy in professional organization. It is close to the people and to the conditions which concern the schools. It is the training ground of leadership; a laboratory for co-operative projects. State and national associations gain in strength as professional attitudes and loyalties are built up through the activities of local associations. Local, state, and national go forward together." . . .

"The work of our state and national associations often seems far removed from the average teacher. He may live and retire without ever taking an active part in these organizations. He may pay dues and attend meetings, but he may never raise his voice to utter a conviction; he may never lift his finger to further a project. In the local association, however, working among friends over problems of vital personal concern, he will have a feeling of belonging; he will be aware of an urge to take part. If he works, his interests will grow; he will become a better teacher; his community will be a better community; his profession will become a better profession. The state and national associations will seem less remote and increased interest and participation will come as a by-product of local work well performed." —NEA Handbook, 1945.

Published in January, March, May and October, by the

NORTH CAROLINA NEGRO TEACHERS ASSOCIATION

115 E. Hargett Street, Raleigh, N. C.

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Next meeting of the Association at Raleigh, N. C., April 18th, 19th, and 20th, 1946.

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CONTENTS

Page

The Role of Foreign Language in Education For Complete Living 2
By N. E. RICE, *French Instructor, Bricks High School, Bricks, N. C.*

Leadership Training Achievement Awards Announced by N. F. A. 3
By S. B. SIMMONS, *Supervisor, Voc. Ag. Education*

Principles of Economy in Learning 4
By MAGGIE E. ELLIOT, M.A., *Crosby-Garfield School, Raleigh, N. C.*

The Need For A Guidance Program In Our Schools 5
By MARTHA CLOTEL TAYLOR, *W. C. Chance School, Parmele, N. C.*

An Experiment in Teamwork 6
By JULIETTE V. PHIFER, *Principal, N. C. Newbold Training School, Fayetteville, N. C.*

Auditor's Report 7

Editorials 8

Directory of District and Section Officers 8

Report of Legislative Emergency Fund 9

Membership Roll, 1944-1945 10

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The Role of Foreign Language in Education For Complete Living

By N. E. Rice
French Instructor, Bricks High School, Bricks, N. C.

TODAY, through air power, we are living in a world that has been pressed into a compact ball. We are now living next door to foreign neighbors. Therefore, it is necessary to prepare our future generations to live prosperously and peacefully with them. Our children must be prepared for the post-war world. We are 60 hours from any part of the world. After the war, a stenographer with a one-week vacation, will be able to leave New York, Friday, after office hours, spend a week shopping on the Rue de la Paix or vacationing at Les Jardins de Luxembourg, and board a plane Sunday night that will put her at her desk at 8 o'clock Monday morning. Already, thousands of would-be travelers are window shopping for a trip abroad after V-Day. More than five hundred requests are on file at the Holland-American Line for space on the Nieuw Amsterdam's first post-war sailing. The Pan - American Airways estimate 233,500 passengers will go to Europe in a typical post-war year! We might ask this question: How many of us will go to France, Germany, Italy, or to any of the foreign countries? In all probability, we will not make the trip, but it is probable that our children will. They must be prepared.

Many teachers have made such remarks as these to the students: "Why are you studying French or Spanish, or any other foreign language? You aren't ever going abroad; you had better take subjects that will help you live." It is a narrow-minded teacher who would make such statements. In my opinion, complete living encompasses all experience. I am not being personal or facetious, nor am I prejudiced, but in every school in which Home Economics and Vocational Agriculture are taught, these two courses get the green light in every activity that aids in their success. All subjects should get the same consideration or else they should be cut out of the curriculum. Brutus said of Caesar: "Not that I loved Caesar less, but that I loved Rome more." I am not saying that too much stress is put on the vocational courses but that too little is put on the other courses, and especially foreign languages. Many of us have let the word "trend" confuse us. If someone with a little authority says that the trend of education is toward the vocational courses and away from foreign languages, well, there is nothing more to say because he has used the word "trend."

The present war has opened our eyes. Even the soldier who went into the war with only two years of exposure to French, feels more at home in France or in any French possession than the one who decided to take three years of science and two years of vocational training in order to graduate from high school. Not only does a man feel less strange if he understands what is said to him, and is able to pass the time of day with the people of a country, but understanding even a little of the language may mean the difference between life and death. Even a limited ability to meet the ordinary social situations greatly increases the cooperation given our troops by the people with whom they must deal. There is probably no quicker way of gaining the confidence of a foreigner — neutral, friend or foe — than trying to speak to him in his own language.

In very practical realms of everyday life, for instance, there come to my mind at once, such inventions as standardization of weights and measures, and of machine parts, the use of structural steel which made skyscrapers possible, photography, or moving pictures. Food, clothing, furniture, architecture, gardening and horticulture, natural history, military organization, the beginning of scientific crime detection, and many others, are contributions made to American civilization by the French. The present war has added others.

Let us now examine in what way this global war has affected foreign languages and their teaching. It is quite obvious that it has caused a shift of emphasis. Whereas when we were at peace we taught languages mostly for appreciating the literatures and civilizations represented, we are now under pressure to use foreign languages for much more immediate practical purposes, namely, to talk directly to natives, to carry on radio propaganda, to develop communications of all types all over the globe. . . . At this point, however, let me also mention a growing notion which can do considerable harm to language teaching. It is the idea advanced in some quarters that English will be the international language of tomorrow, that the rest of the world will use our idiom, and that therefore there is no need for us to learn foreign languages. This notion is, of course, erroneous, not to say naive[1]

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[a] The Travel Lure of a 60-Hour World. Reader's Digest, February, 1945.

[1] The teaching of Foreign Languages During and After the War. Daniel Girard. The French Review, Vol. XVII, No. I, October, 1943, p. 24.

The war has had a great influence upon the teaching of foreign languages in the United States. The Army and Navy wanted men in service who could speak the languages of the countries wherever our military services were operating—and that meant over the seven seas. The objective was primarily to enable men to talk with native peoples. The work was carried on very intensively. The objective was realized under pressure. It was an emergency job and of course the method employed cannot be a model for the teaching of a foreign language in peace time. But there can be hardly any doubt that this wartime experience will permanently influence the teaching of foreign language. The important place that the United States will hold in the post-war world in diplomacy, commerce, banking, and international affairs generally, it will also hold in education and culture. American representatives of all these activities will be scattered everywhere throughout the world.

Those who carry on these activities in foreign countries will have the inestimable advantage of personal contact with a foreign people. That is unquestionably the best way to learn the psychology of that people, its mores and manners. The first step is to be able to read a foreign language understandingly and that cannot be done without a knowledge of its grammar and syntax. But to learn how such a people looks at life and its problems, a student must study its history and especially its literature, for it is in its literature that one really discovers its soul.[2] There must follow this conflict some type of a world organization that will guarantee peace and security to all nations. Such an organization is being attempted following the San Francisco Conference. How different things would have been at this conference if everyone could speak each others language! In the post-war education of the United States, foreign languages must occupy a far greater place of importance and dignity than in the past and increased attention must be devoted to improving the methods of teaching these languages.

[2] Teaching Foreign Languages. Stephen Duggan. Modern Language Journal, Vol. XXVIII, No. VII, Nov., 1944, pp. 552-554.

The foreign language teachers are in a position to make our American youth better citizens, and to make the world a better place in which to live. We, the language teachers, can do much in making our foreign neighbors feel less like foreigners when they visit our country. Now is the time to do missionary work. The great part that languages are playing in the war effort and the still greater part that they are destined to play in the post-war period are sufficient justification that we are pleading not only for our self-interest as teachers, but as educators, for the better equipment of our future youth. They will need to communicate in foreign languages, not only abroad but in this country because of the future far-flung interests of the United States. Let me share with you some letters written by some of our most prominent citizens:

Dear Mr. French:

I am very glad to tell you that I think the knowledge of foreign languages is one of the most important things for young people to acquire at the present time. It is impossible to really know a country unless you speak the language of the people, and since in the next few years the foundations of peace will depend largely on our understanding of each other, the knowledge of foreign language is more important than ever before.

Very sincerely yours,
Eleanor Roosevelt.[3]

Dear Mr. French:

It is apparent that we can no longer live apart from the peoples of other nations. More and more, we must realize that we are citizens of the world, a world of varied customs, peoples and languages.

The study of foreign languages has always been rewarding to the student, but today more than ever before, we see evidence of the very real and practical benefits to be gained by a knowledge of them.

Sincerely yours,
Wendell L. Willkie.[4]

There are others by Pearl B. Buck, Raymond Gram Swing, Lowell Thomas and others, and the theme is the same. Let us adopt these slogans:

"Foreign Languages for Global War and Global Peace!"

"Americans, Awake to Language Needs!"

"Foreign Languages for the 'Air Age'!"

"Foreign Languages—America's Need for the Future!"

[3] Ibid., p. 548.
[4] Ibid., pp. 548-549.

Leadership Training Achievement Awards Announced By N.F.A.

By S. B. Simmons, *Supervisor, Voc.-Ag. Education*

A number of the principals and teachers of the high schools of the state have shown a great interest in the fine program of leadership training provided Vocational Agriculture boys through the state association known as the New Farmers of America. As a means of further encouraging this leadership, more than $5,000.00 has been provided in awards for NFA boys in the agricultural departments who prove to be most outstanding in the activities listed below:

1.	Public Speaking	$575.00
2.	H. O. Sargent Award	525.00
3.	Quartette Singing	700.00
4.	Superior Farmers	575.00
5.	Home Farm Improvement Program	575.00
6.	Modern Farmer	375.00
7.	Farm Mechanics	875.00
8.	Rural Electrification	575.00
3.	Crop Production	150.00

Teachers and students desiring more information on the awards may secure same by addressing their request to S. B. Simmons, Supervisor Voc-Ag. Ed. in Negro Schools, A and T College, Greensboro, N. C.

"Principles of Economy in Learning"

By Maggie E. Elliott, M.A.
Crosby-Garfield School, Raleigh, N. C.

EDUCATORS today generally agree that there is much waste and inefficiency in the present methods of learning of subjects or skills, to say nothing of the poor habits of thinking and the negative attitudes toward school that may be set up. It should be stated emphatically that the ability to read, write and "figure" is still necessary equipment for our American citizens. The "three R's" are still being taught and learned, but the problem of learning them more effectively is the chief concern of educators, teachers, and supervisors.

The "new" philosophy of education is the "all-round" development of the whole child. The child possesses a very high degree of adaptability and capacity for learning during the developmental period. Thorndike,* has shown that this capacity continues throughout adult life to only a slightly lesser degree.

There is an attempt in this article to point out certain principles of economy in learning in order that the instruction given be able to reduce "fumbling" to a minimum and make success a certainty in the teaching-learning situation. This may be best accomplished through skillful guidance in helping pupils to master effective habits of work and study. The instructional materials used should be effectively constructed and organized so that the learning difficulties encountered in mastering the skills and knowledges will be reduced to a minimum.

Active and energetic participation in vital learning activities inevitably modifies reactions, both mentally and physically. Nonactive reproduction of dull subject-matter is relatively ineffective and often produces little or no learning. That is to say that learning takes place at a more rapid rate through direct experiencing. However, skills are definitely susceptible to direct instruction. Success in this connection depends on high motivation which increases the ease and rapidity of the learning act. The most effective type of motivation is an attitude in the child which will make him want to do or learn the desirable thing. Whereas, attitudes, appreciations and insights are apparently acquired more through indirect and informal instruction.

The learner must be made aware of his progress or success if he is to maintain interest and sustained effort. The child should experince daily new and interesting possibilities that will keep him moving forward with interest and enthusiasm. Each day the child should be given an opportunity to practice those desired behavior patterns, skills and abilities.

There are certain basic principles governing the learning activities of pupils if "fumbling and waste," in the teaching-learning situation is to be reduced to a minimum. They are as follows:

1. Good first teaching (always).
2. Early, accurate diagnosis of difficulties.
3. Prompt application of the most effective remedial measures.
4. Desirable mind-set or attitude is most essential to economical learning.
5. A contagiously enthusiastic teacher.
6. Distributed learning is more effective than concentrated—The application of this principle will vary according to the following: time allotted, ability of pupil, temperament, and age.
7. Short practice periods are more effective than long ones—depending on age, interest, and material.
8. Divide materials into units of a size to fit the ability and interest of the learner.
9. Reciting helps learning.
10. Rhythm helps in rote memorizing — particularly poetry.
11. It pays to have pupils overlearn.
12. Meaningful material is easier to learn and retain.
13. Functionally taught subject-matter is longest retained and easiest applied.
14. Demonstration and active participation are often superior to verbal description in learning.
15. Reactions acquired in one situation tend to transfer to other situations; (everything being equal) that method of instruction is best which secures a maximum amount of spread.
16. Encourage superior pupils to be creative — find solutions to own problems.
17. Help the average pupils to generalize—find solutions to less difficult problems.
18. Give the dull pupils plenty of practice in a systematic method of attacking problems.
19. Keep all pupils well informed about their progress.
20. The omission of any one of the above principles may constitute an adequate cause for poor work and finally failure.

It must be remembered that faulty work or study habits are hard to break and change if once well established. Let all who are trained in the proper service of children adopt this slogan in their teaching, "maximum production with minimum waste."

* E. L. Thorndike, Adult Learning, New York: The Macmillan Co.

"The Need for a Guidance Program In Our Schools"

By Martha Clotel Taylor
W. C. Chance School, Parmele, N. C.

"There is nothing that succeeds like success." A good guidance program in our schools will help teachers to see through pupils' problems and help pupils to see their problems through. Proper guidance will aid pupils to become successful in whatever they undertake intelligently, increase efficiency, and help prevent that feeling of harried defeat which comes from trying the impossible task, or the thing the person is not fitted for.

Misused energy and talent definitely point out to us the need for a guidance program in our schools. If we would look about us critically, we would discover potentially pleasant people who should make contributions to a more pleasant society. Let us re-examine our school set-up, our in and out of school youth, and become intimately acquainted with these people as persons. Let us look at the group that has completed the high school course. What is the result of their high school education; how much pleasure did they experience while in high school? Then change the scene and we see another group, those who possibly were unhappy while in school. Still another group consists of the drop-outs, drifting from one thing to another. Finally, the happy picture flashes before us of those young men and women who after completing their high school education are furthering their chosen careers in institutions of higher learning. There must be a cause for all these life pictures. We as teachers should do something about the general situation causing this variety of life pictures through the over-all view of pupil problems which a guidance program can give. It may not be possible for us to have counselors as such in all our schools, but as teachers we can make a fine contribution to all youth through a well planned teaching program which provides for guidance.

A number of objectives put on paper or a lip service program, however, will mean nothing without effective carry over to the pupils themselves. A good guidance program that will meet the needs of all will require extra hours of preparation, a willingness to experiment, and a spirit of sacrifice. These are contributions which teachers must make to the cause of public education if many children are to be served adequately in their time.

The purpose of a good guidance program is to help every individual find a place in the world that will bring the greatest satisfaction, enhance one's living, and make possible one's best contribution to self and society. It is the responsibility of the school to help boys and girls find their places in a highly mechanized civilization. It is important that the school should have a program of guidance that will guarantee each pupil the opportunity for self-expression, self-adjustment, and self-analysis.

If the school youth are to be guided properly in finding themselves, adequately adjusted, and prepared to meet the demands of life; the school must take a hand in initiating the type of program that will bring out the best in each person. A survey of our schools would reveal that great progress has been made in organizing to meet the needs of both teachers and pupils in many of the more fortunate situations. This we note with pride. On the other hand a survey will reveal, to our dismay, that in most situations the educational pattern is not bridging the gap. There exists a cloud of uncertainty and insecurity over the youth in the schools which can be dispelled only by setting up attainable goals for all persons in keeping with their aptitude and maturity.

This situation confronting us as teachers is going to demand that we spend more time and energy in planning for the growth of individuals. In a program designed to meet the guidance needs of most school pupils there will be little or no room for the teacher who is merely trying to protect the status quo; who is indifferent toward the development of the whole child; who weakens under the first criticism of disappointment. To make the guidance program effective there must be long time planning, much study of individual pupils, much time spent with individuals and small groups, and untiring effort to aid in making adjustments as they appear necessary.

A school is usually judged by its pupils. They evaluate the school in terms of what contribution it makes to their felt growth, their satisfaction, and their feeling of success. As we live with pupils from day to day, interview them, and observe them; they tell us these truths, "WE NEED GUIDANCE; we like to meet with success; we like to be respected; we like a wholesome life; we like to have our abilities recognized; we like fun; we like a zestful life." Here again is pointed out why a guidance program in all schools is important. My own observations seem to indicate a need for guidance in the following areas, throughout the twelve grades:

1. Children's educational problems, how to study, what to read, how to get it.
2. Planning one's school career, from grade to grade and in high school.
3. Avoiding subject matter failures, adjustment to possible tasks daily.
4. Selection of elective courses, vocational opportunities, college choices.
5. Social problems of childhood and teen-age relationships.
6. Problems of health, grooming, and nutrition.
7. Recreational problems, balance of work and play.
8. Overcoming special subject mat-

ter difficulties, how to concentrate.

9. Application of scientific method to thinking about everyday problems.

A well planned guidance program will further awaken parents and educators and make them concerned about the educational needs, interests, and abilities of students and thus contribute to modification of the total program of education to serve better the needs of the individual. Adequate guidance will help students understand themselves in relation to present or developing situations. It will inspire pupils and bring out the best that is in them, will inspire the professional attitude on the part of teachers toward their work, and help students to understand definitely their strong and weak points, physically, socially, and morally.

If education is to be considered as growth and a never-ending process extending from the cradle to the grave, the interests; needs; and special handicaps of the individual must be given serious consideration. There exists in the United States a need of educating Americans, all of them, to think for themselves on vital socio-economic issues. This is necessary to development of an abundant life for all citizens. An abundant life would include being able to live comfortably and well, to develop a happy family life, to accept responsibilities in work and leisure, to take part in community affairs, to feel a sense of belonging in the community and in the nation, to understand man's proper ethical relationship to his fellow-man in society, and to share that certain something which makes life happy when realistic in its outlook.

A good guidance program begins by revealing to the youth his own potentialities through effective use of school offerings. Finally it helps an individual to make the greatest contribution to oneself and society. This guidance service should be extended to all—the bright, the average, the dull, and to the apparently well adjusted as well as to the maladjusted. Guidance seeks to assist the individual in becoming more able to guide himself and thus to develop a zestful approach to the activities of life.

An Experiment in Teamwork

The N. C. Newbold Training School, Laboratory Center, State Teacher's College, Fayetteville, N. C.

Juliette V. Phifer, *Principal*

For the past eight weeks the pupils at Newbold have demonstrated an excellent spirit of teamwork and cooperation in connection with a project sponsored by the Committee on Buildings and Grounds. The Committee feels proud enough of the results achieved to pass the idea on to others.

Here at Newbold we throw upon the pupils themselves the responsibility of helping keep their surroundings clean. In former years this has been accomplished by posting a roster of classes and designating a week for each class to become responsible for the cleanliness of the entire premises. This plan worked well but didn't seem to be an equitable distribution of the responsibility of cleaning in that the first few grades on the roster had the brunt of the responsibility and too, at certain times there was a greater accumulation of refuse on the grounds, as often following games in the gymnasium at Newbold and the college—also during the fall and spring months there seemed to be more scrap paper on the grounds than the winter months. The passers-by who use our campus for a thoroughfare are also responsible for these conditions.

This term the committee on Buildings and Grounds decided to cope with the situation in such a way as to divide the task among the various grades more equitably. They decided to use the idea of "Wards" and "Aldermen" to be responsible for each ward. The campus was first divided into as many "wards" as there are grades, or sections. At a request from the Committee each class quickly selected its aldermen and at a chapel period those who had been selected stood and the student group selected a chairman from this group. This group comprised the Board of Aldermen. The committee had two pupils to draw a plan of the grounds and divided it into twelve wards to correspond to the twelve grade sections. The smaller grades (primary) were given smaller wards to care for and the upper grades (grammar) the wards which offered the hardest problems of cleanliness.

Each week the Board of Aldermen holds a meeting for 20 minutes to check up and decide on pressing problems of the group as a whole. A score card with scores ranging from A to E (excellent to very poor) has been worked out and is posted each week on the children's bulletin so that the grades can see how each ward is being kept. Scores are sometimes read out in our chapel assembly. This has stimulated much interest and friendly rivalry. Scores have soared remarkably since the project started.

We can say for this little novel idea that it has worked well. It has made pupils conscious of helping with a school responsibility and has relieved the janitor for other duties. The idea has been carried over into some of the classrooms. Our school grounds are in the main now much more sightly than they were before as each teacher cooperates beautifully in seeing that the ward represented by her grade is at all times ready for inspection. As for the committee, we can truthfully say that many of the spots that were eye-sore spots on the campus have disappeared as if by magic. The pupils have thoroughly enjoyed the idea.

Miss E. V. McIver, Chairman.
Mrs. V. S. Haithman,
Mrs. F. P. Crawford,
The Committee on Buildings and Grounds.

Auditor's Report

September 1, 1944 to August 31, 1945

NORTH CAROLINA NEGRO TEACHERS ASSOCIATION
Raleigh, N. C.

A. T. ALLEN & COMPANY
Certified Public Accountants

Raleigh **Asheboro**
Raleigh, N. C.

North Carolina Negro Teachers Association
Raleigh, North Carolina
Gentlemen:

According to arrangements made with your Executive Secretary, we have examined the cash receipts and disbursements of the Executive Secretary's office and those of the office of the Treasurer for the twelve months ended August 31, 1945, and submit herewith our report, consisting of three Exhibits and one Schedule, in addition to these comments.

Exhibit "A"—Cash Receipts and Disbursements
W. L. Greene, Executive Secretary

Here we show the cash handled by the Secretary for the period covered by the audit. During this time he received $9,024.30 and disbursed $9,036.50. There was a balance on hand at the beginning of the period of $17.50 and, with the above receipts and disbursements, there remained a balance in his hands on August 31, 1945, of $5.30, which was on deposit in the Mechanics and Farmers Bank in Raleigh, N. C.

We traced all cash receipts, as evidenced by membership dues record, into the Secretary's bank account. The disbursements from this account were by checks properly issued and in the regular course of business.

Exhibit "B"—Cash Receipts and Disbursements
Dr. H. S. Davis, Treasurer

This statement is prepared to show the transactions of the Treasurer for the period covered by the audit. He received in this year $9,050.65 and disbursed $5,452.27. There was a balance in the Treasurer's hands at the beginning of $8,623.32, and the above receipts and disbursements, together with the beginning balance result in a balance at the end of the period of $12,221.70, and the details are listed on Schedule 1 herein.

You will observe that the Treasurer's balance was in three bank accounts, as listed on the Schedule, and these balances were verified by correspondence with the banks.

The Treasurer's receipts were compared with remittances to him by the Executive Secretary and all disbursements were on vouchers properly issued and approved.

Exhibit "C"—Comparison of Actual Expenditures With Budget Estimates

This statement is prepared to show your actual expenditures for the period covered by this audit and to indicate the relation of the expenditures to the budget for the same period. The budget for the year was $6,745.00 and expenditures amounted to $5,452.27, resulting in unused appropriations of $1,292.73.

General Comments:

We found the records of the Executive Secretary and the Treasurer in good condition and experienced no trouble in making our audit and obtaining the necessary information for this report.

The Association owns a U. S. Defense Bond, Series F, No. M226741F, dated May 1, 1942, and maturing in twelve years. This bond was purchased in 1942 for $740.00 and has a maturity value of $1,000.00.

We also found that the Association has deposited with the local gas company the sum of $10.00 to cover service deposit required by customers of the gas company. There was also a deposit of $14.00 with the local Post Office to handle the cost of mailing the publication, etc.

The Executive Secretary and Treasurer are bonded for $1,000.00 and $2,000.00, respectively, by the American Bonding Company.

Based on our examination of the available records, we are of the opinion that all funds have been carefully and honestly handled and fully accounted for.

Respectfully submitted,
A. T. ALLEN & COMPANY
Certified Public Accountants.

Raleigh, N. C.
October 11, 1945.

EXHIBIT "A"

NORTH CAROLINA NEGRO TEACHERS ASSOCIATION
Raleigh, North Carolina

CASH RECEIPTS AND DISBURSEMENTS
W. L. Greene, Executive Secretary
September 1, 1944 to August 31, 1945, Inclusive

RECEIPTS:		
Membership Dues	$ 8,781.50	
Placement Bureau	3.00	
Advertising	214.30	
16 Copies of Record	4.00	
Unclassified	2.50	
Returned Checks Collected	19.00	
TOTAL RECEIPTS	$ 9,024.30	
BALANCE SEPTEMBER 1, 1944 —Dr. G. E. Davis, Executive Secretary	17.50	
TOTAL TO ACCOUNT FOR		$ 9,041.80
DISBURSEMENTS:		
Remitted to Treasurer—Dr. H. S. Davis	$ 9,017.50	
Returned Checks	19.00	
TOTAL DISBURSEMENTS	$ 9,036.50	
BALANCE AUGUST 31, 1945—Mechanics and Farmers Bank, Raleigh, N. C.	5.30	
TOTAL ACCOUNTED FOR		$ 9,041.80

EXHIBIT "B"

NORTH CAROLINA NEGRO TEACHERS ASSOCIATION
Raleigh, North Carolina

CASH RECEIPTS AND DISBURSEMENTS
Dr. H. S. Davis, Treasurer
September 1, 1944 to August 31, 1945, Inclusive

RECEIPTS:		
Received from Executive Secretary	$ 9,017.50	
Interest on Savings Accounts	33.15	
TOTAL RECEIPTS	$ 9,050.65	
CASH IN BANKS SEPTEMBER 1, 1944	8,623.32	
TOTAL TO ACCOUNT FOR		$17,673.97
DISBURSEMENTS:		
Salary of Executive Secretary	$ 2,400.00	
Office Expense—Executive Secretary	372.20	
Travel—Executive Secretary	195.36	
Convention Expense	42.00	
Publishing and Mailing The Record	1,462.51	
Executive Commitee Meetings	115.61	
District Meetings	243.13	
Emergency Fund	83.34	
President's Office	100.00	
Recording Secretary's Office	50.00	
Treasurer's Office	25.00	
Physical Education Section	4.80	
Special Advertising Fund	90.00	
Planning Commission	41.47	
Interracial Commission	50.00	
N. C. Association for Advancement of Colored People	50.00	
American Teachers Association	25.00	
Association for Study of Negro Life History	25.00	

(Continued on Page 9)

North Carolina Teachers Record
Official Publication of the
NORTH CAROLINA NEGRO TEACHERS ASSOCIATION

Published in January, March, May, and October by the North Carolina Negro Teachers Association

W. L. GREENE . . . . . *Editor*

EXECUTIVE COMMITTEE

HAROLD L. TRIGG . . . . . President
JAMES T. TAYLOR . . . . . Vice President
W. L. GREENE . . . . . Executive Secretary
MRS. NORA E. LOCKHART . . . . . Recording Secretary
H. S. DAVIS . . . . . Treasurer

MRS. EVA J. COOPER, '46; W. H. DAVENPORT, 46; J. W. SEABROOK, '46; H. V. BROWN, '47; S. C. SMITH, '47; J. E. GRIGSBY, '47; J. A. TARPLEY, '48; MRS. MARIE C. MOFFITT, '48; J. A. HARPER, '48.

SUBSCRIPTION PRICE . . . . . $1.50 a Year

ASSOCIATE EDITORS

J. W. SEABROOK JAMES T. TAYLOR HAROLD L. TRIGG
A. E. MANLEY J. A. TARPLEY MISS M. MCIVER

VOL. XVI OCTOBER, 1945 No. 4

"Education For Living in a World Community"

The title of this editorial is the convention theme adopted by the executive committee for the convention activities of the year. We are faced now with the responsibility of developing district and local unit programs which will give every member something interesting and helpful to do in carrying this theme over into our activities in 1945-'46.

We are challenged to new and more interesting activities by the trends in other professional organizations in this and neighboring states. Attention is called especially to the message quoted on the cover page from the NEA Handbook. We are preparing a release to all local units suggesting organizational procedures to carry on a good program of local professional work. Along with this will come to each unit a problem questionnaire. Principals and other administrative and supervisory leaders are being asked to duplicate this questionnaire locally for the use of all members of their units. In case the local official has not the facilities or time to duplicate the questionnaire, members should ask for the copy and discuss the questions in the local unit meeting to unite our thinking on the vital problems facing us at this time.

Education for living in a world community is the need of the post-war era. Complete organization of the local association will go a long way toward enabling us to sense the problems of the world community. We must not let our busy leaders forget these important releases when they get to our schools. Ask for the releases and put the plan to work.

About Those Who Have Left Us

For a complete "In Memoriam" column in the next issue of the RECORD please write in information about any members whom you know of as deceased since the 1944 full convention. This information should be mailed by December 15th.

Directory of District and Section Officers

District Presidents

Northeastern District—E. M. Barnes.....Wilson
Southeastern District—Mrs. Ethel T. Hayswood Lumberton
Piedmont District—W. L. Jones.....Greensboro
Western District—E. D. Wilson.....Kings Mountain

Section Officers

General Section

E. D. Johnson, Chairman Pro Tem.....Henderson
Department of Foreign Language Teachers—
N. E. Rice, Chairman, Pro Tem.....Bricks
Department of Home Economics Teachers—
Mrs. Marie C. Moffitt, Chairman.....Durham
Department of Vocational Agriculture Teachers—
S. B. Simmons, Chairman.....Greensboro
Department of Industrial Arts Teachers—
S. C. Smith, Chairman.....Greensboro
Department of Music Teachers—
Miss T. H. Claggett, Chairman.....Durham
Department of Physical Education Teachers—
Mrs. E. W. Butler, Chairman.....Durham
Department of Library Teachers—
Mrs. R. N. Moore, Chairman.....Durham
Department of Extension Teachers—
Mr. R. E. Jones, Acting Chairman.....Greensboro

College Section

I. H. Miller, Chairman.....Salisbury

High School Section

W. H. Davenport, Chairman.....Greenville
Department of High School Principals—
T. Jeffers, Chairman.....Gastonia
Department of Mathematic and Science Teachers—
Miss L. P. Davis, Chairman.....Warrenton
Department of English and History Teachers—
H. T. Johnson, Chairman.....Raleigh

Elementary Section

M. D. Williams, Chairman.....Raleigh
Department of Elementary Supervisors—
Mrs. L. B. Yancey, Chairman.....Henderson
Department of Elementary Principals—
A. H. Anderson, Chairman.....Winston-Salem
Department of Grammar Grade Teachers—
W. L. Bradsher, Chairman.....Durham
Department of Primary Teachers—
Mrs. Lillian B. Merritt, Chairman.....High Point

AUDITOR'S REPORT

(Continued from Page 7)

Oxford Orphanage	75.00	
Check Book	1.85	
TOTAL DISBURSEMENTS	$ 5,452.27	
CASH IN BANKS AUGUST 31, 1945 (Schedule—1)	12,221.70	
TOTAL ACCOUNTED FOR		$17,673.97

EXHIBIT "C"

NORTH CAROLINA NEGRO TEACHERS ASSOCIATION
Raleigh, North Carolina

COMPARISON OF ACTUAL EXPENDITURES WITH BUDGET

Fiscal Year Ended August 31, 1945

	Budget	Actual Expenses	Difference
President's Office	$ 100.00	$ 100.00	$
Recording Secretary's Office	50.00	50.00	
Treasurer's Office	25.00	25.00	
Executive Secretary's Office	300.00	*372.20	
Executive Secretary's Travel	350.00	195.36	
Executive Committee Meetings	200.00	115.61	
Publication and Mailing of Record	1,400.00	1,462.51	
District Meetings	225.00	243.13	
Salary Executive Secretary	2,400.00	2,400.00	
Emergency Fund	100.00	83.34	
College Section	50.00		
High School Department	100.00		
Elementary Department	100.00		
High School Principals' Section	100.00		
Elementary Principals' and Supervisors' Section	100.00		
Home Economics Section	50.00		
Music Section	25.00		
Industrial Education Section	25.00		
Physical Education Section	75.00	4.80	
Library Section	25.00		
Convention Expenses	425.00	42.00	
Interracial Commission	50.00	50.00	
N. A. A. C. P.	50.00	50.00	
American Teachers Association	25.00	25.00	
Association of Negro Life and History	25.00	25.00	
Oxford Orphanage	75.00	75.00	
Planning Commission	200.00	41.47	
Special Advertising Fund	95.00	90.00	
Check Book for Treasurer		1.85	
TOTALS	$6,745.00	$5,452.27	$1,292.73

* This over-expenditure noted and provided for at the Executive Committee Meeting of May 19, 1945.

SCHEDULE—1

NORTH CAROLINA NEGRO TEACHERS ASSOCIATION
Raleigh, North Carolina

RECONCILIATION OF BANK ACCOUNTS
Dr. H. S. Davis, Treasurer
August 31, 1945

THE UNION NATIONAL BANK OXFORD, N. C.—Balance per Bank Statement 9-14-45		$7,505.74	
DEDUCT: Treasurer's Outstanding Checks and Vouchers 8-31-45:			
Check Number 1637	$15.60		
Check Number 1645	16.20		
Voucher Number 1556	15.60		
Voucher Number 1593	15.60		
Voucher Number 1599	15.60		
Voucher Number 1605	15.60		
Voucher Number 1614	15.60		
Voucher Number 1625	15.60	125.40	
BALANCE PER BOOKS AUGUST 31, 1945			$ 7,380.34
MECHANICS & FARMERS BANK, RALEIGH, N. C.: Balance per Bank—Building Fund Same as Books			1,000.00
MECHANICS & FARMERS BANK, DURHAM, N. C.: Balance per Bank——Savings Account Same as Books			3,841.36
TOTAL (TO EXHIBIT "B")			$12,221.70

REPORT OF
LEGISLATIVE EMERGENCY FUND

Unused Balance Refunded as Follows:

Contributors

Fayetteville Teachers Assn. Mrs. Mae Rudd Williams 209 Moore St., Fayetteville	$ 191.50
Crosby-Garfield School, Raleigh Mrs. Nora Evans Lockhart 203 Idlewilde Ave.	19.00
Mary Potter School, Oxford H. S. Davis, Principal	20.00
Berea-Oak Hill District Schools c/o Mr. Wm. Baptist Raleigh Rd., Oxford	29.00
Colored Orphanage Elem. School, Oxford Mrs. Lena G. Smith, Prin.	7.00
Washington H. S., Raleigh Mr. M. W. Atkins, Prin.	55.00
Oberlin School, Raleigh Miss Margaret, Prin.	7.50
Durham Assn. of Pub. School Teachers, c/o F. G. Burnett, Pres., Burton School, Watkins St.	75.00
High Point H. S. Teachers c/o Prof. S. E. Burford Wm. Penn H. S., High Point	50.00
Rocky Mt. Teachers Assn. c/o Prof. O. R. Pope. Prin. Booker T. Washington H. S.	155.00
Hillside High School, Durham c/o Mr. Wm. McElreath, Prin.	25.00
Reidsville Teachers Assn. c/o Prof. S. E. Duncan Washington High School, Reidsville	35.00
Lucille Hunter School, Raleigh J. W. Eaton, Prin.	23.75
Lee County Teachers Mr. Z. B. Headen, Rep. Lee Co. Trng. School, Sanford	28.00
Creedmoor Colored High Mr. G. C. Hawley, Prin.	15.00
Orange St. Elem. School, Oxford Rev. J. W. Hall, Principal	16.00
Charlotte Teachers Assn. c/o Prof. J. E. Grigsby Second Ward High School	$ 165.00

Wilson Schools

Sallie Barbour School	17.00
Vick Elementary School	13.00
Darden High School c/o E. M. Barnes Darden High School	23.00
Goldsboro Local Unit c/o H. V. Brown	124.00
Reid H. S., Belmont Mr. H. S. Blue, Prin.	15.00
Greensboro Teachers Assn. c/o Prof. J. A. Tarpley Dudley H. S., Greensboro	115.00
Henderson Inst., Henderson Prof. O. T. Robinson, Prin.	14.00
Mecklenburg Co. Teachers Unit c/o Mrs. Mary Porter Hill, Secretary, 2220 Davis Ave., Charlotte	92.00
Wake County Schools c/o L. R. Best, Coordinator DuBois H. S., Wake Forest	102.50

Wilmington Schools

Peabody School Faculty	25.00
Peabody P.-T.A. Mr. C. H. McDonald, Prin.	25.00
Williston Industrial Mr. F. J. Rogers, Prin.	21.00
Williston Primary Mr. B. T. Washington, Prin.	14.00
Rural Schools c/o W. H. Blount, Wilmington	12.00
Winston-Salem N. Teachers Association c/o Mrs. N. L. Taylor Woodland Ave. School	150.00
TOTAL	$1,679.25

H. S. Davis, Treasurer.

Membership Roll, 1944-1945

Any Errors or Omissions Will Be Corrected Gladly

ALAMANCE COUNTY

Burlington City Schools

Jordan Sellars High School

(100 per cent)

Mr. H. C. Goore, Miss Helen Boykin, Mr. A. H. Wetherington, Mr. Eddie Cecil, Mrs. Lula W. Dicks, Mrs. Daolden McKiethan, Mrs. Mary L. Shanks, Miss Margaret C. Holley, Mr. E. K. Mims, Miss Mary P. Rhodes, Miss Earnestine E. Puryear, Miss Mary E. Moore, Miss Clara Belle Foust, Mrs. Minnie A. Walker, Mrs. Beulah Scott Keys, Mrs. Lessie Irvin Sharpe, Mrs. Ola E. McDonald, Miss Enlee L. Evans, Miss Maggie C. Sellars, Mrs. Julia Dae Brown, Mrs. H. C. Goore, Mrs. Grace M. Whitted, Miss Kathleen Galloway, Mrs. Ruby W. Dunlap, Miss M. S. Flake, Miss P. L. Douglas, Mrs. C. T. Perry.

Alamance County Unit

(100 per cent)

Mrs. M. H. Ivey.

Graham School

Mr. Dow Spaulding, Mr. Daniel Leatherberry, Miss Spencer B. Thomas, Miss Grace M. Thomas, Mr. W. J. Fisher, Mr. W. H. Whitted, Miss Ruth D. Wilson, Miss Eva R. Everett, Mrs. Zola B. Womble, Mrs. Zara K. Dillard, Mrs. Mabel H. Poole, Mrs. Sadie B. Jeffries, Mrs. Geneva I. Amaker.

Elon School

Mrs. Leora E. Trollinger, Miss Arline Howell, Mrs. Annie S. Coleman, Mrs. Pluma L. Foster, Mrs. Suella Jenkins, Mrs. Bessie M. Gilmer.

Byrds School

Mrs. Mary S. Richmond, Miss Dorothy Holt.

Unity School

Mr. Herman H. Faucette, Miss Rosie Lee Trust.

Mebane School

Mr. Dempsey Pettway, Jr., Miss Loraine Turner, Mrs. Julia Pettway, Miss Alberta Isley, Mrs. Dorothy Griffin, Mrs. Minnie H. Donnell.

Green Level School

Miss Mary J. Holt, Miss Sallie B. Fitzgerald, Mrs. Louise Summers, Miss Minetta Robinson.

Woods Chapel School

Mrs. Ava Watlington.

Melville School

Mr. T. R. Worth, Mrs. Fostena E. Keck, Mrs. Victoria M. Wade, Mrs. Annie P. Rogers.

Cedar Cliff School

Mrs. Eliza C. Holt.

Marrows Grove School

Mrs. Fannie Kirk.

Bowden School

Miss Pearl Watlington.

Ellington School

Miss Fannie B. Headen.

Rock Creek School

Mrs. Merle B. McRae, Miss Sarah C. Inman, Miss Myrth Alston.

Pleasant Grove School

W. I. Morris, Miss Gertha De Vane, Miss Junita Littlejohn, R. G. Mitchell, Mrs. Anna H. Adams, J. J. Lainer, Mrs. Marie T. McVae, Miss Marion Leath, Mrs. Gilherta J. Mitchell, Mrs. Madeline Turner, Mrs. Viola Morris, Mrs. Mary P. Mitchell, Miss Lela E. Rumley, Miss Thelga Scarlette, Mrs. Maggie M. Harris, Mrs. Junita D. Hazell, Mrs. Mary T. Glover, Miss Sadie Knuckles.

Union Ridge School

Mrs. Pearl Rogers, Mrs. Mabel H. Grant.

McRae School

Mrs. Margaret H. Day, Miss Tovie Albright.

ALEXANDER COUNTY

Happy Plains High School

Mr. R. W. Johnson.

Ten memberships paid. No roster sent.

ANSON COUNTY

Ansonville Colored High School

(100 per cent)

Mr. J. A. Blount, Mrs. J. A. Blount, Mr. J. C. Hasty, Miss Willie V. Elliott, Miss Emma Jane Harrison, Miss Sallie Mae LeGrand, Miss Callie Mae Little, Miss Louise Upperman, Mrs. Marjorie R. Robinson, Miss Mamie H. Richardson, Mrs. C. S. Massey, Mr. S. S. Jones, Mrs. Claudie F. Saine, Mr. L. L. Threadgill, Mrs. Nora Williams Cash, Miss Mary J. Smith, Miss Talmadge Bennett, Miss Bettye Luther, Mrs. Nannie R. Johnson, Mrs. Mamie Alexander, Mrs. Johnsie Massey, Rev. J. H. Cowan, Miss Geraldine Faison, Mrs. Elnora Ledbetter, Mrs. Mattie ReeShankle Smith, Mrs. V. K. Williams, Mrs. S. S. Jones.

Henry Grove High School

(100 per cent)

Mr. T. W. Bennett, Mrs. Clarice Adams, Miss J. T. Baucum, Mrs. J. T. Bennett, Mrs. M. H. Cooper, Miss Gertrude Dargan, Miss J. V. De Berry, Mrs. V. B. Drew, Mrs. M. Devane English, Mrs. V. M. Flowers, Mrs. S. M. Gaddy, Miss S. V. Hauser, Mrs. V. B. Klutz, Mrs. Mary R. Lilly, Miss A. Matthews, Mrs. H. F. McLucas, Mrs. M. B. Richardson, Mrs. M. C. Rennick, Mr. J. H. Rumph, Mrs. G. R. Smith, Mrs. I. A. Spencer, Mrs. E. V. Witts, Miss E. M. Worth, Miss T. R. Worth.

Polkton Colored High School

(100 per cent)

Mr. R. B. Sinclair, Mrs. Margaret H. Sinclair, Mrs. Pauline Tillman, Miss Theresa Jones, Mr. Ernest Dixon, Miss Oglatha Terry, Mrs. Alice Hilliard, Miss Carrie M. Watkins, Mrs. Nora M. McLain, Mrs. Lucille Pinkett, Mrs. Inez H. Moss, Mrs. Lena Smith, Mrs. Rosa B. Morgan, Mrs. Mary Sturdivant, Miss Charity Evans, Miss Maude Gaddy, Miss Dorothy Elliott, Mr. Benjamin Morgan.

Morven Schools

(100 per cent)

Morven Colored High School

Mr. J. F. McRae, Mr. F. I. Quick, Mrs. Ida Mae Jones, Miss Katherine A. Johnson, Miss Evelyn Porter, Miss Fonnie L. Powell, Mrs. Nannie S. Armstrong, Miss Lallian J. Stephens, Mrs. Geneva G. Capel, Miss Margaret C. Foushee.

McFarlan Elementary School

Mrs. Katie C. Greene, Mrs. Mary L. McRae.

Cool Spring School

Miss Zelia Esther Owens.

White Pond School

Mr. Monroe E. Jackson, Mrs. Harriet L. Pratt, Mrs. Laura Merritt.

Gatewood Station School

Mrs. Ola Flowers, Mrs. Annie Flowers, Mrs. Annie Martin.

Cairo School

Mrs. Era Young, Mrs. Flora C. Lewis, Miss Nannie Mae Thompson.

Deep Creek High School

(100 per cent)

Mr. George H. Williams, Mrs. Anabelle Williams, Mrs. Rosa B. Little, Mrs. Maude P. Harrison, Mrs. Margie Hamm, Mrs. Mary L. Morgan, Miss Helen B. Smith, Mrs. Elizabeth M. Ledbetter, Miss Ann McLendon, Mrs. Edna H. McManus, Mrs. Catherine Morgan, Miss Lucille Crump, Mrs. Dorothy Huntley, Miss Wincie Burns, Miss Harriette C. Little, Mrs. Blanche O. Williams, Mrs. Ephania M. Williams, Miss Mattie L. Richardson, Mrs. Catherine Justice, Mr. Henry L. Price, Mr. J. C. Hillian, Miss Erline C. Wright, Mrs. Doretha Bennett.

BEAUFORT COUNTY

(100 per cent)

Aurora Colored High School District

(100 per cent)

Mr. S. W. Snowden, Miss Anna Leigh Boyd, Mrs. S. W. Snowden, Mrs. Kelly Mae Morris, Mrs. Berta A. Simmons, Mrs. Lovie H. Bailey, Mrs. Charlotte W. Harding, Mrs. Mary B. Moore, Mrs. Amanda H. Keyes, Mrs. Ada T. Wilder, Mrs. Gertrude T. Stilley, Mrs. Irene Jones Reid, Miss Virginia L. Gibbs, Mrs. Annie W. Alston, Mrs. Cortney B. Ringgold, Mrs. Lucile M. Baum, Mrs. Aletha Winfield, Mrs. Marie Lancaster, Mrs. Marian B. Blackman, Mrs. Rosa L. Stanley.

Beaufort County Training School

(100 per cent)

Mr. M. Q. Wyche, Miss J. N. Godley, Miss E. H. Keene, Mr. W. E. Reid, Miss H. Robinson, Mr. Sylvester F. Clarke, Mrs. Eva P. Walton, Mrs. Gertrude Godley, Mrs. Lovey Whitley, Mrs. Georgia C. Forbes, Mrs. Florence R. Keyes, Mrs. Alta R. Moore, Miss Susan Harvey, Mrs. Martha D. Wyche, Mrs. Hazel R. Harrell.

Belhaven Colored School

(100 per cent)

Mr. G. T. Swinson, Mrs. Louise S. Jennette, Miss Helen R. Harris, Mrs. Delilah S. Clark, Mrs. Caroline R. Hooten, Miss Fay Della Tucker, Mrs. Mary S. McAllister, Mrs. Augusta C. Davis, Mrs. Carrie V. Greene, Mrs. Romaine G. Swinson, Mrs. Helen S. Freeman, Miss Cora M. Moore.

Washington City Schools

Washington High School

(100 per cent)

Mr. P. S. Jones.

BERTIE COUNTY

C. G. White High School

(100 per cent)

Mr. T. M. Garriss, Mrs. Janella H. Dennis, Miss Dorothy V. Newby, Miss Geraldine B. Turner, Miss Calander L. Riddick, Mr. J. R. Thomas, Mrs. Clara M. Blount, Mrs. Lucille Brinkley, Mrs. Marion S. Coleman, Mrs. Nora M. Garriss, Mrs. Lillian R. Goodson, Miss Alice C. Luton, Mrs. Mary E. Outlaw, Mrs. Ida F. Thomas, Mrs. Annie E. White, Mrs. Mary W. Riddick, Mrs. Pearl N. Young, Miss Martha L. Robinson.

Colerain Graded School

(100 per cent)

Mr. D. L. Simons, Mrs. Mabel P. Wynn, Mrs. Florida E. Simons, Miss O. M. Sharpe, Miss Kavene Morris, Mrs. Mary Knight White.

Mount Olive School

Mrs. Raie Bond Cherry, Miss Romaine Winborne.

Roxobel School

Mr. P. A. Bishop, Mrs. A. C. Richardson, Mrs. H. C. Moore, Miss W. B. Faulk, Miss R. V. Jenkins, Mr. G. G. Moore.

BLADEN COUNTY

Bladen County Training School

(100 per cent)

Mr. J. W. Moore, Miss Edythe Mae Council, Miss Gertrude E. Dunham, Miss Annie E. Dunston, Miss Bessie Lee Ledbetter, Miss Dorothy O. Cuthbertson, Miss Ethel Lewis, Miss Cassie L. King, Mrs. Mildred W. Jones, Mrs. Dorothy M. Dunham, Mrs. Corrie H. Cooper, Mrs. Iris H. Moore, Mrs. Edna S. Richardson, Mrs. Lessie M. Roberts, Mrs. Helen S. Ballard, Mrs. Margaret B. Gill, Mrs. Emma H. Brown, Mrs. Minnie B. Lucas, Mrs. Hettie R. Robinson, Mr. George C. Baugham, Mr. Ira Otis Swain, Mr. James J. Evans, Mr. Paul L. Thomas, Miss Margaret L. Corbett.

Booker T. Washington High School

(100 per cent)

Mr. C. J. Barber, Mr. F. G. Shipman, Mr. E. C. Horton, Mr. R. L. Davenport, Miss C. F. Haywood, Mrs. V. K. Newell, Mrs. M. M. Barber, Mrs. P. N. Michael, Mrs. M. S. Roberson, Mrs. A. E. Williams, Miss H. J. Allen, Mrs. B. S. Crenshaw, Mrs. W. J. McLendon, Mrs. R. O. Swindell, Miss J. H. Cain, Miss T. H. Payne, Mr. Alton Ellison, Miss Tabitha Brown, Miss E. H. Dunham, Mrs. M. M. Watson, Miss I. H. Hobbs, Miss E. N. Shaw, Miss S. C. Sheridan.

Lessene School

Mrs. Virginia Dare H. Beaufort.

Spaulding-Monroe High School

Mr. C. M. McCall, Miss Pennie Currie, Mrs. M. C. Hayes, Mrs. M. N. Simpson, Mrs. R. V. Simpson, Miss Clara B. Brown, Mr. Henry K. Groton, Mrs. Maggie L. Russell, Miss Jessie Mae

Mills, Miss Virginia McLaurin, Mrs. C. Aquilla McCall.

BRUNSWICK COUNTY

Brunswick County Training School

(100 per cent)

Mr. Alvin C. Caviness, Mrs. Roberta E. Howell, Mr. Rendall Howell, Mrs. Ruth M. Griffin, Mrs. Felicia M. Canty, Mrs. Alberta R. Gibson, Mrs. Eva V. Lee, Mrs. Cora L. Parker, Mrs. Florence M. Williams, Mrs. Estelle Swain, Miss Catherine M. Marsby, Miss Alberta Roseboro, Mrs. Josie M. Greene, Miss Beadie L. Griswold, Mr. Alus Richardson, Mr. Andrew L. Scales.

Brunswick County Unit

(100 per cent)

Mrs. R. C. King, Mr. E. Orlando Gandy, Mrs. Retha H. Bryant, Miss Annie Belle Brown, Miss Hattye Willis, Miss Beatrice Hynes, Mrs. Louise Yeoman Gore, Mrs. Hester Davis, Mrs. Katherine McRae, Mrs. Mattie Smith, Mrs. Olivia Johnson, Miss Eleanor Swain, Mrs. Lattie Galloway, Miss Lenora Moore, Mrs. A. Elizabeth Swain, Miss Dorothy Mollette, Miss Mary A. Galloway, Mrs. Bertha McGill, Miss Gertrude A. Gibbs, Miss Alice Gore, Mrs. Louise Moore Gore, Miss Maude Hankins, Miss Catherine Hall, Mrs. Janie Hynes, Miss Katherine Brown, Miss Lillie Mae Gore, Mr. Henry Green, Miss Olivia Sloan, Miss Mary Legion, Mrs. Mamie Frink Horton, Mrs. Pearl Johnson Stevenson, Mrs. Hettie Gore Swain, Miss Clyde Hewitt, Mrs. Jessie Monroe.

BUNCOMBE COUNTY

Asheville-Buncombe Unit

(100 per cent)

Allen High School

Miss Isabell R. Jones.

Asheland Avenue School

Mrs. R. H. Lee, Mrs. E. S. Carter, Mrs. E. M. Canty, Mrs. M. J. Gorman, Mrs. L. F. Horne, Miss M. A. Howell, Miss A. B. Logan, Mrs. S. D. Moore, Miss F. B. Reinhardt, Miss C. E. Russell, Miss F. L. Saxton, Mrs. I. S. Sisk, Mr. E. T. Tarpley.

Black Mountain School

Mrs. P. M. Goldsmith, Mrs. F. P. Brown, Miss I. J. Wilfong.

Burton Street School

Mrs. H. H. Love, Mrs. N. R. Clinkscale, Mrs. G. D. Jones.

Hill Street School

Mr. P. R. Dusenbury, Mrs. Virginia H. Birchette, Miss Stone E. Bowman, Mrs. Vivian C. Cooper, Miss Bertha M. Darden, Mrs. Lillie J. Dusenbury, Mrs. Ella C. Hayes, Miss Helen B. Patterson, Mrs. Gladys P. Pharr, Mrs. Leonora Reid.

Leicester School

Mrs. D. C. Glenn.

Livingston Street School

Mr. A. S. Reynolds, Miss Laura Bynum, Mrs. Ruth Cannon, Miss Beatrice Chambers, Miss Katherine Chappelle, Miss Gladys Cowan, Miss Elizabeth Davis, Miss Janie Few, Mrs. Henrietta Goodwin, Mrs. Isma James, Mrs. Janet B. Kebe, Mrs. Aileen Lipscombe, Mrs. Cassie McDonald, Mrs. Jaunita Weaver.

Mountain Street School

Mrs. Lucy S. Herring, Mrs. Ethel P. Dailey, Mrs. Desiree C. Glover, Mrs. Mary R. Hall, Mrs. Pearl J. House, Mrs. Clara C. Jordan, Miss Maria C. Martin, Mrs. Leona M. Owens, Miss Catherine C. Slaughter, Mrs. Thomas P. White, Mrs. Lucille D. Shepard, Mrs. Ruby F. Young.

Shiloh School

Mr. J. C. Daniels, Mr. C. U. James, Mrs. A. K. Gallego, Mrs. L. B. Brogdon, Mrs. O. C. Rutherford, Mrs. I. R. Laster, Mrs. L. K. Daniels.

South Asheville School

Mr. B. T. Beatty, Mrs. Louise M. White, Mrs. Beulah Swepson.

Stephens-Lee High School

Mr. Frank A. Toliver, Mrs. Constance Baker, Miss Mildred Baxter, Mrs. Lucille Burton, Mrs. Ruth C. Carolina, Mr. Vernon Cowan, Mr. John A. Dusenbury, Mr. Lacy T. Haith, Mr. Delaney Horne, Miss Lucy M. Harrison, Mr. Madison Lennon, Miss Elynora Martin, Miss Carey L. Patterson, Miss Anne Porter, Mrs. Ollie M. Reynolds, Miss Myrtle Rumley, Mrs. Anne Toliver, Mrs. Elenora Walker, Miss Evelyn Williams.

Swannanoa School

Mr. J. T. Sapp, Mrs. Noreen H. Russell.

Weaverville School

Mrs. Monnie Jones, Mrs. Amanda Horne.

CABARRUS COUNTY

George Washington Carver High School

(100 per cent)

Mr. W. L. Reid, Miss Maggie P. Bryant, Miss Nora B. Callicutt, Miss Daisy B. Crawley, Miss Lucille M. Dean, Mr. F. D. Duncan, Mrs. Effie W. Fisher, Mr. V. H. Foster, Mrs. Lucille G. Holland, Mrs. Elizabeth M. Johnson, Mrs. Malta M. Levi, Miss Eva M. McKinley, Mrs. Gladys W. Keno, Mrs. Hannah T. Reid, Miss Erma C. Staplefoote, Miss Effie M. White, Mrs. Margaret S. Willie, Mr. J. H. Woods, Mr. C. H. Yokley.

Logan High School

(100 per cent)

Mr. E. L. James, Mrs. L. S. Howie, Mrs. E. G. Brown, Mrs. L. D. Boger, Mrs. L. S. Thompson, Miss R. E. Blake, Mrs. M. M. Williams, Mrs. G. H. Douglass, Mrs. L. C. Hemphill, Mrs. L. J. Bost, Miss M. E. Banner, Mrs. A. E. Hayley, Mrs. E. B. Baucum, Mrs. M. A. Roberts, Miss K. E. Jones, Mrs. E. S. Anderson, Mrs. C. R. Quander, Mrs. E. O. James, Mrs. M. W. Foster, Miss J. J. Kirkpatrick, Mrs. E. M. Polk, Mr. J. E. Boger.

Cabarrus County Unit

Mrs. Rosa Bell Dunlap, Miss Merian Herbert Sanders, Mrs. Amanda Bost Forney, Mrs. Sallie Cannon Weeks, Mrs. Esther Byers, Miss Ethel Lee Williams, Mrs. Lucile W. Bost, Mrs. Janie Simpson, Mrs. Carrie D. Wilson, Mrs. Annie E. Sanders, Miss Connie Peeler, Mrs. Lula S. Blue, Mrs. Ruth L. Lyerly, Mrs. Margaret C. Evans, Miss Lillian E. Simmons, Miss Frances L. Alexander, Mrs. Mildred M. Morris, Mrs. Mildred M. Cloud, Mrs. Emerline Hawkins, Miss Mary E. Scott, Miss Lee Ada Harris, Mrs. Thelma Brown, Mrs. Catherine Hargrove, Mrs. Isabelle H. Benton, Mrs. Mamie T. Dickinson, Mrs. A. L. Litaker, Mrs. Marion Woods Boyd.

CALDWELL COUNTY

Freedman High School

Mr. J. J. Spearman, Mrs. E. H. Balfour, Mr. C. F. Erwin, Mr. J. H. Jones, Mr. L. E. Shade.

CAMDEN COUNTY

Rosenwald School

(100 per cent)

Mr. L. E. Sugg, Miss Fannie F. Griffin, Miss Lucille V. Murray, Miss Katherine M. Howard, Mrs. Mattie B. Stokely, Mrs. Alice M. Morgan, Mrs. Ruth J. Jones, Mr. Clarence Bowe.

Sawyers Creek School

(100 per cent)

Mr. Nathan G. Perry, Mrs. Ella B. Perry, Mrs. Bettie P. Tatum, Mr. C. H. Barco, Mrs. Hattie G. Perry.

Camden County Unit

Mrs. Mabel L. Abbott, Mrs. Evelyn R. Williams, Miss Kattie Shaw.

CARTERET COUNTY

Beaufort High School

(100 per cent)

Mr. T. I. Long, Mrs. Elaine B. Tillery, Miss Irma Lee Joyner, Miss Ernestine Herring, Mrs. L. C. Long, Miss Ruth Williams, Mrs. Christine V. Kelsey, Miss Hazel Hawkins, Miss Delphine Hester, Mrs. Louise S. Lassiter, Mrs. Eva M. Wilson, Mrs. Olive B. Davis.

Morehead City High School

(100 per cent)

Mr. S. R. McLendon, Miss M. G. Brame, Mrs. M. J. B. McLendon, Mrs. S. S. Bryant, Miss E. H. Lewis, Mrs. I. M. Haynie, Miss Sudie Fennell, Mrs. E. H. Hill, Mr. L. B. Tillery, Mrs. Ethel Whittington.

CASWELL COUNTY

Caswell County Unit

(100 per cent)

Mrs. T. C. Beam, Mrs. W. M. F. McCallum, Mrs. M. H. Belton, Mr. J. E. Belton, Mrs. F. K. Lanier, Miss Z. E. Belton, Mrs. L. W. Davis, Miss L. L. Currie, Miss B. A. Gunn, Miss L. Wilmer, Mrs. F. D. Little, Miss C. E. Graves, Mrs. C. A. Turner, Miss S. F. Ferguson, Mrs. S. M. L. Edgerton, Mrs. O. M. King, Mrs. A. M. Scruggs, Mrs. J. Richmond, Miss H. L. Dillard, Miss S. Williamson, Mrs. C. A. Stanley, Mrs. E. A. Hunt, Rev. J. F. Harroway, Mrs. J. D. Jones, Miss R. L. Hanes, Mrs. A. D. Jeffries, Miss S. A. Archie, Mrs. M. P. Wilson, Mrs. E. H. Connally, Miss H. L. Jeffers, Miss V. D. Palmer, Miss D. L. Palmer, Mrs. E. M. Whitworth, Mrs. E. W. Martin, Mrs. B. B. Standfield, Mrs. O. F. Brown, Mrs. A. B. Browning, Mrs. S. M. McDonald, Mrs. M. H. Richmond, Miss F. R. Taylor, Mrs. L. Richmond, Mr. R. A. Benjamin, Miss C. L. Price, Miss L. Woodruff, Mrs. V. E. Belton, Mrs. B. M. Vance, Miss G. O. White, Miss R. L. Richardson, Mrs. G. G. Bruce, Miss G. A. Kellum, Miss E. D. Malone, Mrs. I. F. Simmons, Mrs. G. G. Graves, Mrs. M. B. Muldrow, Miss V. B. Pickard, Miss E. J. Stokes, Mrs. L. B. McMillan, Miss W. C. Carrington, Mrs. H. B. Brown, Mrs. C. P. Chambers, Miss L. L. Gaddy, Mrs. V. L. Brown, Miss E. Jeffries, Mrs. O. G. Henderson, Miss N. E. Evans, Mrs. M. D. Barnett, Miss B. M. Hunt, Mrs. M. W. Williams, Mrs. M. B. Shivers, Mrs. E. M. Whitlock, Mrs. N. H. Geary, Miss G. L. Brown, Miss L. McCulloch, Mr. W. A. Bingham, Mr. J. C. Browning, Mr. E. Jones, Mrs. P. K. Pannell, Miss G. M. Johnson, Miss L. E. Rose, Miss K. Robinson, Mrs. E. B. Hodges, Mrs. G. M. Dillard, Mr. N. L. Dillard.

CATAWBA COUNTY

Ridgeview High School

(100 per cent)

Mr. T. H. Broome, Mrs. A. E. Anderson, Mrs. M. Frazier, Mr. N. Brown, Miss J. O. Bullock, Mrs. F. Carson, Mrs. I. D. Deal, Miss A. L. Richardson, Miss E. Howze, Miss A. Jackson, Mr. D. A. Garner, Miss M. G. Poston, Miss M. C. Roberts, Mrs. M. W. Vandiver, Miss D. Bennett, Mrs. A. Bennett, Mrs. A. Deal, Miss D. Slade, Miss M. Ledbetter, Mrs. M. Mitchell, Mr. E. T. Moore.

Catawba Rosenwald School

(100 per cent)

Mrs. Dacia M. Forney, Mrs. Gretta B. Gray, Miss Alma Cannady, Miss Floy S. Taylor, Mrs. Leola Hackett, Miss Sylvia Wallace, Miss Sarah Bright, Mrs. Marion M. Lewis, Mr. Curtis Lewis, Mrs. Louise Wright, Mrs. R. K. Wright, Mrs. Bessie McKenney, Mr. J. H. Saunders.

Maiden School

(100 per cent)

Mr. A. L. Tutt, Mrs. M. G. Tutt, Mrs. A. R. Westberry.

CHATHAM COUNTY

Chatham County Training School

(100 per cent)

Mr. Thelmer Siler, Miss V. P. Alston, Mrs. G. R. Dowdy, Mrs. L. M. Foust, Mrs. A. E. Glover, Miss L. M. Gunter, Miss B. E. Joyner, Miss S. L. Marsh, Mrs. A. B. McCleave, Mrs. S. D. Peay, Mr. E. S. Ramsey, Mrs. R. H. Robinson, Mrs. T. H. Ruffin, Mrs. A. L. Scarborough, Mr. J. D. Womble.

Chatham County Unit

Mr. L. H. Parker, Miss L. M. Laster, Mrs. B. S. Herndon, Mrs. L. D. Rines, Mrs. N. A. Rines, Mrs. Beula J. Claigg, Janette Richardson, Miss Estell McCallium, Mrs. Dovie Mae Mason, Mrs. Hattie Siler, Miss Mattie B. Hooker, Mr. G. W. Cooper, Mrs. Florence Nixon Peoples, Mrs. Ethel Staton Clark, Mrs. Cassie D. Ridley, Mrs. Lillie Freeman Rodgers, Mrs. Annie Scarlett Tysor, Mrs. Mae Dorsett Cotton, Miss DeLois M. Edwards, Mrs. L. L. Foster.

Horton High School

(100 per cent)

Mr. C. L. Powell.

CHOWAN COUNTY

Edenton High School

(100 per cent)

Mr. D. F. Walker, Miss B. M. Capehart, Mrs. Constance K. Jernigan, Mrs. M. M. Tillett, Miss Tamar McClenney, Mrs. Eunice D. Herritage, Mrs. Fannie Badham, Mr. F. B. Holley, Mrs. Sarah F. Wilson, Miss Hattie M. Watson, Mrs. S. L. Reeves, Miss Emma E. Foreman, Mrs. Elizabeth L. Barnes, Mr. B. C. Newsome, Miss F. L. Hines, Miss Elizabeth E. Spellman, Miss J. A. Knox, Mr. Alexander Blaine, Mr. Thomas I. Sharpe, Miss Fannye L. Pinckney.

St. John's School

Mr. S. W. Griffith, Mrs. Elizabeth L. Boyd, Miss Laura J. Hawkins.

CLEVELAND COUNTY

Camp High School

(100 per cent)

Mr. C. G. Wilson, Miss Maggie E. Pete, Mrs. K. M. Wooten, Mrs. E. Knuckles Glymph, Mrs. Myrtle H. McLean, Mrs. Esther Millsaps, Mr. J. H. Twitty.

Compact High School

(100 per cent)

Mr. L. L. Adams, Miss M. J. Falls, Mrs. I. V. Causer, Miss J. C. Surratte, Mrs. E. M. Nixon,

Mrs. A. R. Barber, Miss F. H. Welborne, Miss E. M. Rivens, Mrs. J. L. Pharr, Miss E. G. West, Mr. M. L. Campbell.

Douglas High School

(100 per cent)

Mr. A. W. Foster, Miss Lula R. Walls, Miss Gaynell W. Harris, Miss Margaret J. Hopper, Mrs. Shelia W. Gordon, Miss Josephine D. Battle, Miss Mae O. Pinnix, Mrs. Pearl S. Hoskins, Mr. F. M. Pullen, Mr. Warren S. Foster, Miss Adelaide C. Morehead.

Washington High School

(100 per cent)

Mr. W. E. Ricks, Mrs. Mittie E. Borders, Mrs. Hattie E. Edwards, Mrs. Anne R. Corry, Miss Duella Webb, Mr. Edward McNair, Mr. John W. Wilson, Mr. William Womble, Mr. J. D. Kibler, Jr.

Green Bethel High School

(100 per cent)

Mr. H. Gidney, Mrs. M. B. Gidney, Mr. A. R. Kilgore, Mrs. M. S. Ball, Mrs. S. Phelps Smith, Mrs. E. N. Wilson, Miss A. C. Cannady, Miss M. Smarr.

Cleveland County Unit

Mrs. E. Knuckles Glymph, Miss Lissie Hopper, Mrs. Agnes Spikes, Miss Willie N. Wilson, Mrs. Mamie G. Johnson, Mrs. Avies Lowrey, Miss Virginia Byers, Miss Addie Gibson, Miss Carrie A. Means, Mrs. L. B. Gibson, Mrs. Susie Cooper Cloud, Mrs. Sara McVay, Mrs. Viola Alexander, Miss Dora Green, Miss Elaine Cornwell, Mrs. Mable Ratcliff, Rev. R. J. Dixon, Mrs. Hattie Brooks, Mrs. Eleanor Roberts, Miss Sylvia Fouchette, Miss Vivian Cabiness, Mrs. Hester W. Ward, Mrs. Izetta K. Corry, Mr. John Corry, Miss Claudia Johnson, Miss Ruth Moore, Mrs. Mary Croom, Mrs. Vernie A. Freeman, Mrs. Lillian C. Green, Miss Lydia S. Galbraith, Mrs. Lois B. Pass, Mrs. Emma H. Wood, Rev. N. J. Pass, Mr. N. J. Pass, Jr., Miss Lucy B. Wood, Mr. Riley R. Cabiness, Mrs. Floride Smith, Miss Mattie Peeler.

COLUMBUS COUNTY

Chadbourn Negro High School

(100 per cent)

Mr. A. L. Williams, Mrs. M. M. Fuller, Mrs. Willie V. Powell, Miss Dorothy L. Moore, Miss Kathleen Powell, Mr. W. E. Brown, Miss Myrtle I. Lennon, Miss Carrie Mae Fuller, Miss Rosa L. Hurst, Miss Courtney Scipio, Mrs. Mable W. Bradley, Mr. T. M. Reynolds, Mrs. Faye M. Dees, Mrs. Jimmye V. Reynolds, Mr. James R. Brown.

Mt. Olive High School

(100 per cent)

Mr. F. J. Corbett, Mrs. Emma Powell, Miss Alma J. Lennon, Miss Glenora Hankins, Miss Victoria Lewis, Mr. B. T. Elliott, Mr. L. G. Muldrow, Mrs. Dorothye Walker, Mrs. Mildred Armstrong, Mrs. Louise Thompson, Mrs. Catherine K. Lutz, Mrs. Mary R. Singleton, Mrs. Lorah G. Singletary, Mrs. Ethel N. Williams.

Columbus County Unit

Mrs. Clara B. Hicks.

CRAVEN COUNTY

West Street School

(100 per cent)

Mr. F. R. Danyus, Mrs. E. G. Adams, Mrs. A. F. Booker, Mr. R. W. Boley, Miss E. E. Buchanan, Miss D. E. Carter, Mr. Julian L. Carrington, Miss W. J. Cordon, Mrs. M. B. Danyus, Miss M. E. Dent, Mrs. E. M. Dudley, Mrs. C. R. Fisher, Mrs. S. L. Hamilton, Miss M. V. Haywood, Mrs. R. Houston, Mrs. A. D. Jones, Mrs. J. W. Jones, Mrs. L. M. Jennings, Mrs. M. B. Lewis, Mrs. M. McIver, Mrs. A. B. Mizell, Mr. L. A. Mizell, Mrs. W. G. Mumford, Mrs. C. E. O'Hara, Mrs. M. B. Perkins, Mrs. S. J. Pickett, Mrs. E. M. Powell, Mrs. G. L. Redding, Mrs. B. L. Rivers, Miss C. M. Roach, Mrs. L. B. Smith, Mrs. N. W. Scott, Mrs. M. Stryon, Miss M. Turner, Miss R. E. Trice, Miss M. White, Mrs. A. G. Wilson.

Craven County Unit

Mrs. Davis, Miss Martin, Miss Jannie V. Jackson, Mr. A. D. Smith, Mr. D. Sessoms, Miss Eva M. Smith, Mrs. S. E. Arrington, Miss Hattie M. Jackson, Miss M. L. Jones, Mrs. J. H. Johnson, Mrs. B. L. Williams, Miss Geraldine Best, Miss M. L. Barber, Miss M. B. Pugh, Mr. S. R. Lloyd, Mr. R. O. Kornegay, Miss E. Frazelle, Mrs. Martha Butler, Miss Mary Strong, Miss Alice Mitchell, Mrs. Clara D. Mann, Miss Bessie Cox, Mr. P. D. Lee, Miss Mathilda Godett, Mrs. Mary Wynn, Rev. T. L. Bynum, Mrs. T. L. Bynum, Miss Tamar Smith, Miss Esther Grainger, Miss Pearsie Gibbs, Mrs. Harriet A. Lawrence, Mrs. Eva Hill, Mrs. Ethel Moye, Miss Charlotte Johnson, Miss Essie M. White, Miss Minnie Baker, Mr. Henry Edwards, Mr. Gona Mae Ventris, Mrs. Mary Boley, Mrs. N. W. Ryder, Miss P. B. Hawkins, Mrs. Emma M. Williams, Mrs. G. E. Fortune, Mrs. M. E. Brown, Miss A. E. Walker, Mrs. A. H. Chapman, Mrs. Rosa B. Hill, Mrs. L. M. Davis, Mrs. C. L. Wise, Mr. J. R. Hill, Miss Winnie Cobb, Miss Odessa Dillahunt, Miss M. B. Cutler.

CUMBERLAND COUNTY

Edward Evans Elementary School

(100 per cent)

Miss Selina M. Melvin, Mrs. Amelia P. Avent, Miss Lessie O. Baldwin, Mrs. Bertha A. Bridgers, Miss Alice T. Elliott, Mrs. Juanita C. Lewis, Mrs. Emily L. McMillan, Mr. Jerry C. Johnson, Mrs. Emilie B. Parker, Mrs. Sally J. Spooner, Miss Frances A. Williams, Mrs. Amy Lee McM. Jeralds.

E. E. Smith High School

(100 per cent)

Mr. E. E. Miller, Miss Betty L. Brown, Miss Nimmie M. Dowdle, Mrs. Ida C. Fowler, Miss Willie M. Freeman, Miss Clemantine L. Holden, Miss Alma T. Irvine, Miss Eva J. Love, Mrs. Burnadine L. Lewis, Mrs. Nathalene C. McGhee, Mr. Daniel A. Williams, Miss Olivia M. Wright.

Orange Street School

(100 per cent)

Mr. Nathaniel Royall, Miss Pearlie L. Bolles, Mrs. Malissa McN. Brice, Miss Julia C. Elliott, Mrs. Beulah V. Melchor, Mrs. Ellen S. Royall, Mrs. Rachel W. Simpson, Mrs. Margaret B. Walker.

Fayetteville State Teachers College

(100 per cent)

Dr. J. W. Seabrook, Mrs. F. B. Brown, Mr. R. D. Brown, Miss A. P. Collins, Mr. G. V. Collins, Mr. J. E. Coppage, Mrs. M. T. Daniels, Miss F. P. Eaton, Mrs. D. C. Jackson, Mr. H. M. L. James, Mr. W. S. Maize, Miss G. L. Melchor, Miss E. L. Murphy, Mr. J. B. MacRae, Miss D. A. McGlohon, Mrs. H. T. Norris, Mr. J. W. Parker, Mr. L. H. Robinson, Mrs. W. T. Robinson, Mr. A. L. Scott, Mr. J. B. Scott, Mrs. M. H. Seabrook, Mrs. M. W. Smith, Miss N. M. Travis, Mrs. M. P. Wall.

Newbold Training School

(100 per cent)

Miss J. V. Phifer, Mrs. K. F. Barnhill, Mrs. J. E. Coley, Mrs. F. P. Crawford, Mr. N. R. Dixon, Mrs. V. S. Haithman, Miss H. A. Hucles, Mrs. M. F. Miller, Miss E. V. McIver, Mrs. C. J. McMillan, Miss C. L. Smith, Miss M. A. Smith, Mrs. H. R. Wells, Miss J. H. Williams.

Cumberland County Unit

(100 per cent)

E. A. Armstrong High School

Mr. J. H. Lewis, Jr., Mrs. Mary P. Robinson, Mrs. Annette L. Black, Miss Hilda Cheek, Mrs. Vreyl T. Floyd, Miss Nettie C. Spears, Mr. James B. Baird, Mrs. Marie Hollingsworth, Mrs. E. W. Maize, Mrs. Elizabeth C. Reed, Miss Nettie P. McNeil.

Anne Chestnutt High School

Mr. W. Edward Murphy, Mrs. Julia P. Cooper, Mrs. Addie L. Murdock, Miss Flora V. Leath, Miss Maribel Jones, Mrs. Mae W. Forney, Mrs. Mary W. Mitchell, Mr. Elbert E. Pettiford.

Wade Elementary School

Mr. Elmer P. McMillan, Mrs. Laura T. Mitchell, Miss Annette McKiethan, Mrs. Nellie M. Stewart, Mrs. Retha Manly, Mrs. Vaster Johnson, Mrs. Nettie McDonald, Miss Gladys Treadwell.

County Group

Mr. J. Franklin Drake, Mrs. Juanita L. Drake, Mrs. Mittie R. Clark, Mrs. Carrie L. Simon, Mrs. Magoba Adams, Mrs. Ruth Long, Mr. Wm. N. McGuire, Mrs. Ida W. Murchison, Miss Mary Alice McMillan, Mrs. A. C. Waddell, Miss Minnie McLaughlin, Mrs. Mattie M. Andrews, Mrs. Hazel Hayes, Mrs. Ernestine Smith, Miss Velma S. McNatt, Mrs. Mae R. Williams, Mrs. Alvenia Sullivan, Mrs. Pearl German, Miss Annie L. Westbrook, Mrs. Nannie C. Gill, Mrs. Eugenia J. Scott, Mrs. Ethel Devane, Miss Susie E. Evans, Miss Lena A. Wood, Mrs. Chloriena Herring, Mrs. Inez Beaufort, Miss Lucretia B. Williams, Mrs. Dorothy Murphy, Mrs. Thelma Avent, Mrs. Ella Smith, Mrs. Pallie Covington, Mrs. Bertha Stephens, Mrs. Louretta Wood, Mrs. Marion Mancini, Mrs. Pinkey McMillan, Mrs. Henrietta Moore, Mrs. Katie Webb, Miss Louise M. Lockamy, Mrs. Lorena G. Coppage, Miss Sara Chestnutt, Mrs. Eunice Sherman, Mrs. Vann S. Barnes, Miss Margaret L. McKoy, Mrs. Naomi Humphrey, Miss Eva M. Slater, Mrs. Emily Perry, Mr. Roscoe C. Simmons, Miss Irene C. Jordan, Mrs. Ethel Railford, Mr. Fuller E. Williams, Mrs. Carrie G. Lamb, Miss Corena B. Brewington, Mrs. Mary R. Bailey, Mrs. Irene Montague, Miss Eldria King, Mrs. Ida L. McNeill, Mrs. Christine Smith, Mrs. Meta Evans, Miss Leola E. Smith, Mrs. Lucille Ray, Mrs. Laura Williams, Mrs. Gertie Wilds, Mrs. Annie M. Evans, Mrs. Sallie J. Thigpen, Miss Ethelind Smith.

CURRITUCK COUNTY

Currituck County Unit

Mrs. Judy P. Johnson, Mrs. Almeta D. Hare, Mrs. Merle S. Turner, Miss Celestine Cooke, Miss Wilma F. Beebe, Miss Cleopatra J. Wilson, Mrs. Alice B. Brown.

DAVIE COUNTY

N. Cooleemee School

Mrs. Mary L. S. Davis, Mrs. Daisy Belle Burke.

DAVIDSON COUNTY

Davidson County Unit

Miss Johnsye Mae Harris, Miss E. J. Wilmere, Mr. H. G. Sullivan, Miss F. L. Dixon, Miss Ruth L. Holden, Mrs. M. L. Muldrow, Rev. H. N. Sullivan, Miss Mildred C. Eller, Mrs. Irene H. Seele, Mrs. Nellie Roan, Miss W. F. Dixon, Miss Frances Farrington, Mrs. Lillie Mae Evans, Mrs. Jessie W. Miller, Miss Mamie O. Sullivan.

DUPLIN COUNTY

(100 per cent)

Duplin County Unit

Miss Bettye F. Cooke, Mrs. Mary J. Chalmers, Miss Doretha Dafford, Mrs. Mary A. C. Thompson, Mrs. Lillie M. Brinson, Mrs. Cornelia Best, Mrs. Neomia L. Armwood, Mrs. Sudie C. Murfree, Mrs. Hattie Royalle, Mrs. Lillie Newby, Mrs. C. A. Bony, Mrs. Wilma Wallace, Mrs. Frances Livingston, Mrs. Lillie T. Grimes, Miss Thelma Dudley, Mr. E. H. Ware, Miss Fannie C. Sharpless, Mrs. Laura B. Ware, Mrs. Florence R. Everette, Mrs. Daisy B. Branch, Mr. Fitzhugh H. Murray, Mrs. Maggie James, Mrs. Beulah Moore, Mrs. Lucile R. Williams, Miss Mallie Smith, Miss Lola Jane Boggett, Mrs. Minnie J. Branch, Mr. Irvin R. Barcliffe, Mrs. Borcie Barcliffe, Mrs. Mankie B. Morris, Miss Willie M. Sanders, Mr. A. O. Williams, Mrs. Gertrude Wright, Miss Burneitha Armwood, Miss Evelyn Henery, Miss Donnie V. Hall, Mr. C. W. Dobbins, Miss Visel Savage, Miss Mattie L. Blackmore, Mr. Charles Chalmers, Miss J. V. Summersette, Miss Eula M. Boney, Miss Alpha L. Thompson, Mrs. Mattie N. Pierce, Mrs. Isabella McGowan, Miss Catheryne Closson, Mr. R. H. Smith, Miss Avis Corn, Mrs. Ednat Robinson, Miss Floryda M. James, Miss Mary L. Moore, Miss Geneva Slocum, Mrs. Annie McCann, Mr. W. F. Johnson, Mrs. Ethel Horris, Mr. J. C. Walters, Miss Othel Faison, Mrs. Beulah Larkins, Mrs. Lillian Johnson, Mrs. L. D. Miller, Mr. R. A. Merritt, Mr. Chas. McCoy, Miss Mildred Smith, Miss Annie Kenian, Mrs. Willie McCoy, Mrs. Rossie Blackmore, Mrs. M. A. Monk, Mrs. Fannie E. Smith, Mrs. Dora L. Branch, Mrs. Sudie Stackhouse, Miss Sallie Kornegay, Miss Lillie B. Hall, Miss Lena M. Branch, Mrs. P. L. Graham, Rev. M. S. Branch, Mrs. I. M. Branch, Mrs. T. E. Lennon, Miss Andradis M. Rexerea, Miss Bessie Beaty, Mr. W. E. Smith, Mrs. Annie J. Wells, Mrs. Nettie Boyette, Mrs. Thelma T. Phillips, Mrs. Mary K. Smith, Mrs. Flossie K. Williams, Mrs. Nesfield Wright, Mrs. Veressa Williams, Mrs. O. Thoria S. Hill, Mr. John T. Normalle, Mr. Mosco McKimon Miss Mary V. Elliot, Mrs. Hattie A. Dobbins, Mrs. Pauline Watkins, Mrs. M. J. Boney, Mrs. Corrie M. Sharpless, Mr. Ozie M. Best, Mrs. Narcissus Wells, Mrs. Carrer Batts, Mr. William N. Howard, Miss Mallie Cooper, Mrs. Irene A. Carr, Mrs. Mary D. Stanford, Mrs. Bertha M. Kornegan, Mrs. Lillian M. Farrior, Mrs. Alice C. Newkirk, Mrs. Maud S. Horton, Mrs. Dorothy B. Thorp, Mrs. Mamie L. Turne.

DURHAM COUNTY

North Carolina College for Negroes

Dr. James E. Shepard, Miss Pauline Newton, Miss Jane Dickerson, Dr. A. L. Turner, Mr. J. T. Taylor, Mr. C. L. Holmes, Dean R. G. Rush, Miss Parepa R. Watson, Mr. C. C. Amey, Miss Alethia Elps, Mrs. Marie C. Moffitt, Miss Diana S. Dent, Mrs. L. F. James.

Hillside High School

(100 per cent)

Mr. W. M. McElrath, Mr. William M. Allen, Mrs. Dorcas V. Reaves, Mrs. Mae Bass Spaulding, Mrs. Katherine C. Thomas, Mrs. Johnnie B. McLester, Mrs. Mildred M. Hill, Miss M. T. Holman, Mrs. M. P. Turner, Miss V. L. Jones, Mrs. Elizabeth R. Herndon, Mrs. C. P. Smith, Miss R. P. Pratt, Mrs. G. L. Thompson, Mr. John E. Peele, Miss G. W. Richardson, Mrs. M. S. Dooms, Miss E. M. Walker, Mrs. Lucille Eason, Mr. E. E. Cannady, Mrs. G. W. Winslow, Mrs. Minnie H. Wilson, Mrs. Ray Moore, Miss Teresa

H. Claggett, Mrs. Mabel A. Mabry, Mr. C. G. Mabry, Mr. S. L. Dudley, Mr. W. M. Grandy, Miss Mary P. Sharpe, Mr. Ernest Reaves, Mr. Dalrymple Sysnette, Mrs. Nannie B. Smith, Miss Jessie M. Diggs, Mr. W. M. McElrath.

James A. Whitted School

(100 per cent)

Mr. T. A. Parker, Mrs. Marion W. Alston, Mrs. Nellie L. Baldwin, Mrs. Ethel T. Bradshaw, Mr. John A. Gattis, Mrs. Minnie W. Gilmer, Mrs. Lucile J. Hancock, Mrs. Bernice W. Jones, Mrs. Harriett S. Kenney, Mrs. Ethel H. Marshall, Mrs. Grace C. Massey, Mrs. Adella W. Morris, Mrs. Mary L. Newby, Miss Sarah J. Pratt, Miss Gladys M. Roberson, Mrs. Fannie G. Robinson, Mrs. Lydia F. Wray, Miss Hortense Wilson, Miss Constance Young, Rev. J. Lee White.

Burton School

(100 per cent)

Mr. F. G. Burnett, Miss A. M. Dunigan, Mr. W. H. Hill, Mrs. M. D. McElrath, Mrs. E. B. Pratt, Mrs. M. A. Watson, Mrs. G. D. Whitted.

W. G. Pearson Elementary School

(100 per cent)

Mr. N. A. Cheek, Mrs. N. G. Cooper, Mrs. P. H. Cordice, Mrs. M. O. Lee, Mrs. C. R. Holmes, Mrs. N. W. Thorpe, Mrs. J. D. Gamble, Miss L. A. Royster, Mrs. E. W. Turmer., Mrs. M. E. Trice, Miss B. L. Foster, Mrs. G. R. Cheek, Mrs. D. M. Norris, Mr. H. M. Whitted, Mrs. A. Kirby, Miss H. M. Jenkins, Mrs. S. E. Escoffery, Mrs. P. H. Parker, Mrs. M. W. Saunders, Mrs. B. A. Reaves, Miss M. E. Stephens, Mrs. B. S. Bailey, Mr. T. R. Webber, Mrs. B. S. White, Miss S. H. Cannady, Mrs. N. L. Johnson, Mrs. E. W. Butler, Mr. E. Alston, Mrs. M. W. Amey, Mrs. C. T. Davidson, Mrs. F. D. Liverpool, Mrs. A. W. Payne, Mrs. E. I. Morrison, Mrs. J. M. Wheeler, Mrs. E. R. Hubbard.

Lyon Park School

(100 per cent)

Mr. J. M. Schooler, Mrs. R. D. Artis, Miss A. L. Cobb, Mr. A. M. Coward, Mrs. P. F. Dame, Miss A. M. Faulk, Mrs. M. E. Grant, Miss R. B. Grissom, Mrs. E. L. Kennedy, Mrs. B. E. McLaurin, Mrs. G. L. Smith, Miss M. L. Stephens, Mrs. C. S. Stroud.

Hickstown School

Mr. H. A. Hill, Mrs. M. H. Williams, Mrs. R. H. Webb, Mrs. M. T. Hargraves.

East End School

(100 per cent)

Mr. F. D. Marshall, Miss Willie R. Blue, Mr. W. L. Bradsher, Jr., Miss Merlia H. Brewington, Mrs. Esther French, Mrs. Isabella M. Harden, Miss Johnetta Holloway, Mrs. Rosa D. Holloway, Miss Eddye D. Leathers, Miss Jane E. Lewis, Mrs. Annie W. Mayer, Miss Blanche B. Meadows, Mrs. Martha G. Nance, Mrs. Candis C. Pemberton, Miss Elizabeth Frances Perry, Mrs. Ettie H. Plummer, Mr. Frank George Sowell, Miss Sue L. Warren, Mrs. Parepa B. Watkins..

Durham County Unit

(100 per cent)

Mr. F. D. Curry, Mrs. Pearl George, Mr. J. H. Malloy, Mr. J. D. Lennon, Mrs. Emma B. Johnson, Mr. E. F. Hill, Miss Iva M. Donnell, Mrs. Stella W. Austin, Mrs. Loraine G. Thorpe, Mrs. Leona L. Smith, Mrs. Gertrude R. Hankins, Mrs. Gladys A. Dawkins, Mrs. Mary E. Mack, Mrs. Addie C. Gatewood, Miss Helen Ridley, Mrs. Essie S. Curry, Mr. C. B. Nixon, Miss Jochebed Christmas, Mrs. Isadora S. Brennon, Mr. J. L. Moffitt, Mrs. Marian C. Sysnette, Mrs. Minerva W. Evans, Mrs. Sadye R. Wallace, Mrs. Mamie G. Dawson, Mrs. Gladys H. Rhodes, Mrs. Laura A. Parker, Mrs. Sallie E. Harris, Mrs. Lula H. Schooler, Mrs. Lola H. Solice, Mrs. Rosa B. Branch, Miss Lillie M. Rogers, Mr. William Battle, Mrs. Viola Pindle, Miss Doris M. Stroud, Mrs. Sarah E. Thompson, Mrs. Annie L. Smith, Mr. J. W. Davidson, Miss Celestia Harris, Mr. Essell D. Dunlap, Mrs. Madge L. Turner, Mr. Nonie P. Johnson, Mrs. Margaret C. Allen, Mrs. Augusta M. Rogers, Mrs. Dora B. Atwater, Mrs. Maude T. Sowell, Mrs. Marian B. Warren, Mrs. Gertrude Taylor.

EDGECOMBE COUNTY

(100 per cent)

W. A. Pattillo High School

(100 per cent)

Mr. W. A. Pattillo, Mrs. H. T. Parker, Miss L. M. McNeill, Mrs. M. P. Williams, Mr. Nolan Little, Mrs. C. C. Lassiter, Mr. F. A. Mathewson, Mrs. J. M. Pettaway, Miss R. A. Graves, Mrs. W. F. Jones, Mrs. M. F. Forrest, Miss S. B. Garrett, Miss L. R. Hammonds, Mrs. R. M. Little, Mrs. Mary W. Matthewson, Mrs. T. Q. Foster, Mrs. S. M. Thomas, Miss C. M. Anthony, Miss E. M. Bryan, Mrs. M. G. Woodley, Miss M. V. Weaver, Mrs. N. W. Bryant, Mrs. R. M. Garnes, Mrs. F. O. Jones, Mrs. E. W. James, Miss H. A. Walston, Miss F. O. Bridgers, Mrs. P. W. Bennett, Mrs. M. J. Brown, Mrs. S. J. Pattillo, Mrs. L. M. F. Dunn.

Edgecombe County Unit

(100 per cent)

Mr. P. B. Bullock, Mrs. Mary T. Bullock, Mrs. Martha B. Hawkins, Mrs. Ethel H. Baker, Miss Alice L. Hines, Mrs. Margaret W. Baker, Mrs. Janet H. Haywood, Miss Jessie Mae Williams, Mrs. Effie Alston Everett, Mrs. Beatrice Bullock, Mrs. Marguerite P. Wimberly, Miss Lelia Dell Hart, Mrs. Bertha W. High, Mrs. Elizabeth P. Hedgepeth, Mrs. Willie F. Bullock, Mrs. Ethel Terry, Mrs. Mamie B. Spicer, Mr. R. B. Smith, Mrs. Marie B. Heggins, Mrs. Causie H. Shelley, Mrs. Annie H. Harren, Mrs. Lucille Ivinichett, Miss Bertha Lee Savage, Mrs. Maude H. Cozart, Mrs. Juanita F. Barnette, Miss Virginia E. Poole, Miss Naomi Parker, Miss Mamie C. Hammonds, Mr. Richard H. Pitt, Mrs. Laura N. Hall, Miss Emma C. Wagner, Miss Dunnie L. Whitaker, Mrs. Naomi N. Powell, Miss Addie A. Lawrence, Mrs. Marion W. Spence, Mrs. Catherine W. Smith, Miss Eloise Pittman, Miss Lucinda King, Mrs. Pauline M. Grant Miss Eloise F. Walker, Rev. J. W. Wiley, Miss Gladys Hammonds, Mrs. Ethel B. Foreman, Mr. Norman Rice, Miss Violet L. Perry, Miss Alice Mae Belle, Mr. Isaac Rogers, Mrs. Ida W. Knight, Mrs. Georgia P. Wiley, Miss Sarah G. Morisey, Miss Lena P. Bowens, Mrs. Julia I. Gordon, Mrs. Mary P. Boddie, Miss Mary E. Reid, Mrs. Theodosia M. Johnson, Mrs. Ada P. Williams Mrs. Sarah B. Pitt, Mrs. Olive S. Bridgers, Mrs. Emma A. Kates, Mrs. Effie Ree Batts, Mrs. Lena G. Jones, Mrs. Essie L. Adams, Miss Mary L. Perry, Mrs. Vivian M. Smith, Miss Lois M. Bohannon, Mrs. Georgia M. Grandy, Miss Bonnie E. Gorham, Miss Helen J. Adams, Mrs. Ruth W. Price, Mrs. Lovella W. Dickens, Mrs. Minnie Taylor Bullock, Mrs. Bertha B. Williams, Miss Blanch T. Scales, Miss Annie Mae Johnson, Miss Florence D. Thorpe, Mrs. Susie T. Pitt, Mrs. Beulah G. Wilkes, Miss Annie T. Dixon, Mrs. Katherine P. Williams, Mr. C. M. Carraway, Miss Pennie E. Perry, Miss Sally B. Stitt, Miss Francis V. Hyman, Mrs. Maggie H. Carraway, Mr. James R. Walker, Mrs. Dorothy B. Gilliams, Mrs. Iva C. Smith, Miss Gertrude A. Briggs, Mr. Charles D. Wooten, Mrs. Tyress Wilkins Keys, Mrs. Eleanor M. Ventur, Mrs. Sallie E. Small, Mrs. Anne W. Johnson, Mrs. Elouise P. Pailin, Mrs. Laura B. Holley, Mrs. Marion B. Payne, Mrs. Callie G. McClurkin, Mrs. Mabel B. Lawson, Miss Lottie Mae Chambers, Miss Winnie E. Joyner, Mrs. Maggie B. Chase, Mrs. Catherine P. Lockhart, Mrs. Edna Reid Davis, Miss Lula E. Barfield, Mrs. Kinena P. Mortinez, Mr. E. D. Johnson.

EDGECOMBE-NASH COUNTIES

Rocky Mount City Schools

(100 per cent)

Booker T. Washington School

Mr. O. R. Pope, Miss Anna Brown, Mrs. E. B. Davis, Mrs. E. R. Hawkins, Mr. Earl Burnett, Miss Beatrice Moore, Mrs. Mabel Lenhardt, Mrs. Thressa R. Lyles, Miss Lois Turner, Mrs. Fannie Johnson, Mrs. Beatrice Underwood, Miss P. A. Whitley, Miss Ethel Wyche, Mr. G. E. Pash, Mr. R. D. Armstrong, Miss O. A. Davis, Mrs. W. Lassiter.

Anna W. Holland School

Mr. B. L. Anvrum, Miss M. C. Porter, Mrs. C. V. Riggsbee, Mrs. L. B. Davis, Mrs. L. R. Thigpen, Mrs. L. Y. Brown, Mrs. L. Wells Reeves, Mrs. J. P. Wright, Mrs. L. C. Schultzes, Miss H. V. Vincent, Mrs. L. S. Pittman, Mrs. M. C. Williams.

Lincoln School

Mr. Charles T. Edwards, Mrs. Ella B. Allen, Mrs. Annie D. Armstrong, Mrs. Cora Battle, Mrs. Annie K. Biggs, Miss Petty Brown, Mrs. Juanita Exum, Mrs. Sallie Kirby, Miss Mary Lane, Miss Ethel Lucas, Mrs. Annie Neville, Miss Reba Peary, Mrs. Helen C. Redding, Mrs. Georgia Walker, Miss Ida Westry.

O. R. Pope School

Mr. Walter G. Byers, Mrs. Mary Backus, Mrs. Annie Battle, Mrs. Ila K. Bellamy, Mrs. Mattie Bowen, Mrs. Nannie Gaynor, Mrs. Susie Hagans, Miss Minnie Lawrence, Miss Lizzie Pittman, Mrs. Lucy Pridgen, Mrs. Martha Townsend, Mrs. Gladys White, Mrs. Carlease Morgan, Mrs. Sarah Leonard, Miss Gladys Merritt.

FORSYTH COUNTY

(100 per cent)

Forsyth County Unit

(100 per cent)

Mr. E. E. Hill, Mrs. J. H. Ashley, Mr. H. E. Scales, Mrs. Edythe Williams, Mr. D. L. Lash, Mrs. R. M. Rosemond, Mr. H. L. Coble, Mrs. G. H. Fitch, Mrs. L. S. Hobson, Mr. E. E. Balsley, Mrs. Barbara Alexander, Mrs. Lovie G. Eaton, Miss Miriam Lash, Mrs. Thelma M. Jones, Mrs. V. W. G. Brown, Mrs. Jessie C. Young, Miss Carrie Ricker, Mrs. E. T. Henderson, Mrs. Alice H. Williams, Mrs. Mary J. Haskins, Mrs. Clara E. Douglas, Mrs. Clara H. Camp, Miss Ruth Summers, Mr. Johnny B. Young, Mr. Everett C. Martin, Mrs. Emily W. Berrien, Mrs. Eulah Peterson, Mrs. Marion B. Faulkner, Mrs. Louise W. King, Mrs. Evelyn B. Philips, Mrs. Annie P. Rivers, Mrs. Mamie R. Cummings, Mrs. Ada P. Greene, Mrs. Blanche M. Anderson, Mrs. Hattie L. Fletcher, Miss Katye M. Scales, Miss Ruth E. Smith, Miss Lelia Shaw, Mrs. Estelle Eaton, Mrs. Virginia T. Anthony, Mrs. Irene P. Hairston, Miss Johnsie Spann, Mr. F. King Thomas, Mrs. Charlotte Bacote, Miss Jamima Saunders.

Winston-Salem City Schools

(100 per cent)

Fourteenth Street School

Mr. J. D. Ashley, Miss Janie L. Adams, Mrs. Bessie Allen, Miss Irma L. Banks, Miss Gwendolyn Brown, Mrs. Essie O. Donoho, Miss Elizabeth Duncan, Miss Nannie Mae Erwin, Miss Mamie B. Faithful, Mrs. Esther B. Fountain, Miss Zetta K. Gabriel, Mrs. Hazel A. Garrett, Mr. J. W. German, Mrs. Ella D. Haith, Mrs. Glennie M. Hall Mrs. Eleanor G. Hall, Mrs. Edith S. Hammond, Mrs. Mary L. Jeffreys, Miss Doris J. Jenkins, Mrs. Nannie Johnson, Mrs. Ella S. Jones, Mrs. Agnes M. Lee, Mr. Charles L. Martin, Miss Viola M. McKnight, Mrs. Willa H. Michael, Miss Piccola Morrow, Miss Rosa B. O'Kelly, Miss Minnie Patterson, Mrs. Juanita S. Penn, Mrs. Arneieze F. Ramseur, Miss Hazella Ransom, Mrs. Josie W. Simons, Miss Willie O. Spellman, Mrs. Lizzette Staplefoote, Mrs. Evelyn C. West, Mrs. Ida M. Williams, Mr. Andrew L. Yarborough.

Skyland School

Mr. D. C. Hobson, Miss Olivia I. DeVane, Miss Edith Hayes, Miss Helen Holt, Mrs. Augusta T. Jeffers, Mrs. Willie H. Kennedy, Mrs. Esther Lassiter, Mr. Ackneil Muldrow, Miss Novella Murrell, Miss Myra A. Roseman, Miss Curlie Walls, Miss Alvia Wilson.

Columbian Heights Primary School

Mrs. Lillian B. Williams, Miss Mable L. Allen, Mrs. Gladys Cradle, Mrs. Eloise E. Dillahunt, Miss Edmonia Duffy, Miss Erma E. Jones, Miss Maria D. Lewis, Mrs. Belle D. McCorkle, Mrs. Sara S. Oliver, Mrs. Irene L. Pannell, Mrs. Vera P. Sadler, Miss Evelyn C. Spencer, Miss Sarah I. Thigpen, Mrs. Lottie G. Wilkins, Miss Lauramer A. Williams.

Woodland Avenue School

Mr. R. S. Hayes, Mrs. Eliza E. Bingham, Miss Eunice L. Burrell, Miss E. Faye Cash, Mrs. Margratha C. Haith, Miss Alma P. Hight, Miss Laura L. Hooper, Miss Ophelia C. Howell, Mrs. Nora L. Lewis, Mrs. Mary K. McCurry, Mrs. Maude L. Pitts, Mrs. Birdie G. Robinson, Mrs. Nannie L. Taylor, Mrs. Gertrude B. Tonkins, Miss Lucille C. Wesley, Miss Grace M. Whitworth, Mrs. Mavis O. Wright.

Kimberley Park School

Mr. A. H. Anderson, Mrs. L. M. Anderson, Mrs. V. T. Banks, Mrs. M. P. Best, Mrs. M. S. Burns, Mrs. S. H. Claybon, Mr. L. A. Cook, Mrs. L. C. Compton, Mrs. G. S. Crawford, Mrs. V. T. Cromwell, Miss O. Ford, Miss H. C. Gray, Mrs. R. S. Harris, Miss A. R. Hendricks, Mrs. S. V. Hodge, Miss H. Holland, Mrs. W. B. Lash, Mrs. E. B. Lewis, Miss M. L. Lewis, Mrs. R. B. Lewis, Mrs. V. C. McLean, Mr. L. E. Patterson, Mrs. D. O. Penn, Miss R. L. Peoples, Mr. W. E. Pitts, Mrs. S. W. Powell, Miss H. E. Powers, Mrs. E. C. Revels, Miss A. E. Setzer, Miss L. C. Sheffey, Mrs. B. P. Spainhour, Miss S. M. Speight, Mrs. W. Y. Truesdale, Miss M. Truesdel, Mrs. L. D. Watson, Miss B. Watts, Mrs. M. L. Wooten.

Winston-Salem Teachers College

Dr. F. L. Atkins, Mr. J. Alston Atkins, Mrs. Daisy L. Balsley, Dr. L. E. Boyd, Mr. Thomas J. Brown, Mr. H. L. Clark, Mrs. Frances R. Coble, Mrs. Eva Carper Conick, Miss Rachel Diggs, Mr. John P. Diggs, Mr. J. A. Dillard, Mr. J. Randolph Fisher, Mrs. Fannie S. Holmes, Miss Lucy L. Hyman, Miss Elva V. James, Mr. George L. Johnson, Mr. C. J. Parker, Mrs. Leola M. Ross, Mr. A. I. Terrell, Mrs. A. I. Terrell, Miss Louise B. Terry, Miss Ethel C. Wilkinson.

FRANKLIN COUNTY

(100 per cent)

Franklinton Township Schools

(100 per cent)

Mrs. Mattie H. McCrimmon.

Albion Academy

Rev. J. P. Mangrum, Mrs. J. P. Mangrum, Mrs. Brucie Greene, Mrs. Willie Mae Hardy, Mrs. Q. E.

D. Hawkins, Miss A. O. Haywood, Mrs. Annie M. Campbell.

B. F. Person School

Mrs. C. S. Hawkins, Mrs. Daisy V. Long, Mrs. A. W. King, Mrs. Hattie B. Cooke, Mrs. Eleanor R. Greene, Mrs. Mattie H. McCrimmon.

Concord School

Rev. H. T. McFadden, Mrs. Maud McFadden, Mrs. Novella H. Reid.

Katesville School

Miss Hudie Sills, Mrs. Susie Sills Alston.

Copeland Perry School

Mrs. Elsie Baptiste Harris, Mr. R. J. Campbell.

Mount Olive School

Mr. Melville Person.

Kinches School

Mrs. Ora Lee Person

Wilders School

Rev. T. J. Young.

Franklin County Unit

(100 per cent)

District No. 1

Mr. C. A. Harris, Miss M. L. Hill, Miss E. B. Hendricks, Miss M. M. Campbell, Mr. T. E. Conway, Miss L. S. Bradshaw, Rev. A. G. Coley, Miss C. M. Stephenson, Miss M. L. White, Miss G. J. Yarborough, Mrs. S. E. Y. McLean, Miss B. D. Archie, Mrs. R. H. Ruffin, Miss E. M. Syms, Miss C E. McKnight, Mrs. L. S. Yarborough, Mrs. V. H. Levister, Miss C. M. Alston, Miss O. L. Yarborough, Mrs. L. A. Dunn, Mrs. Mrs. M. L. P. Johnson, Mrs. E. F. Johnson.

District No. 2

Mr. J. E. Kearney, Mrs. Inez Thomas, Rev. E. L. Brodie, Mr. Arthur Williams, Miss Lucy B. Shaw, Mrs. Mary I. Forte, Miss Mayme J. Hawkins, Mrs. Gertie Alston Jones.

District No. 3

Mr. J. E. Wilson, Mrs. E. S. Alston, Mrs. P. M. Alston, Mrs. M. G. Livingston, Miss S. B. Rodwell, Miss S. L. Rodwell, Mrs. S. W. Davis, Mrs. B. G. Thomas, Miss A. A. Haywood Mrs. Sadie M. Suitt, Mrs. Bertha D. Wilson, Mrs. Chlora E. Holt, Rev. Thomas M. Alston, Mrs. Pearl M. Powers, Miss Louise A. Perry.

District No. 4

Mr. Z. F. Hill, Miss M. L. Fogg, Mrs. E. B. Ridley, Miss A. M. White, Mrs. E. R. Carter, Mrs A. C. Green, Mrs. D. Anderson, Miss M. Massenburg, Mrs. C. Young, Mrs. F. M. Coley.

District No. 5

Mr. R. M. Darden, Miss Jessie E. Merritt, Miss Queen E. Hester, Miss Blonnie R. Brewington, Miss Sarah I. Mitchell, Miss Izola Kearney, Mrs. Luvenia Harrell, Mrs. Sudei Woodard, Mrs. Novella Crudup, Mrs. Vivan Price, Mrs. Alice O. Hawkins, Mrs. Geola H. Rogers, Miss Mildred L. Hall, Rev. Samuel L. Suitt, Mrs. E. D. Alston, Mrs. C. Y. Martin.

District No. 6

Mr. J. F. Gibson, Mrs. A. J. Hamlin, Miss Geneva E. Perry, Mrs. Virginia H. Ricks, Miss Alice Taylor, Mrs. Annie G. Rattley.

GASTON COUNTY

John Chavis School

(100 per cent)

Mr. W. H. Green, Mrs. C. B. Byers, Mrs. M. E. Cunningham, Miss B. E. Dammond, Mrs. M. B. Hairston, Mr. W. B. Howell, Miss E. V. Hutchinson, Mrs. M. L. Morgan, Mrs. D. M. Smith, Miss E. E. Simpson, Mrs. M. L. Wray.

Lincoln Academy

(100 per cent)

Mr. E. D. Wilson, Mrs. Jimmie C. Lash, Mrs. Lucile Morgan, Mrs. Grace Johns, Mrs. Dorothy Webber, Miss Mary E. Owens, Miss Mary Jamison, Miss Ireta Taylor, Miss Ada Jones, Mrs. Edna Draughan, Mr. E. W. Draughan, Mrs. Margaret Wilson, Mrs. Wilma S. Cross, Miss Elva Trollinger, Mr. William Alexander, Mrs. Ruth O. Rider, Mrs. Lucy A. Davidson, Mr. Carl Roberts.

GATES COUNTY

Gates County Training School

(100 per cent)

Mr. T. S. Cooper, Mrs. Bernice P. Sawyer, Mr. R. S. Cooper, Miss Gertrude B. Rogers, Mrs. Lillie W. Smith, Mrs. Hazel G. Spellman, Mrs. R. A. Cooper, Miss Martha J. Long, Mrs. Inez B. Williams, Miss Vertie T. Newsome, Mr. C. M. Sawyer, Miss Naomi T. Powell, Mrs. Lillie R. Lynch, Miss Emma Jane Riddick, Mrs. Fannie S. Jenkins.

Gates County Unit

Rev. H. L. Mitchell, Mrs. Ruth Everett Barrow, Rev. Raymond R. Purnell, Mrs. Helen M. Shannon, Mr. Paul Seymore, Miss Doris MacFadden, Mrs. Addie H. James, Mrs. Mary Spencce Knight, Mrs. Lennie L. Sylvester, Mr. W. N. Douglas, Miss Pauline Rascoe, Mrs. Mattie W. Riddick, Miss Lydia O. Harrell, Mrs. Jessie C. Cross.

GRANVILLE COUNTY

Oxford City Schools

Orange Street School

(100 per cent)

Mr. James W. Hall, Mrs. Ruth H. Payne, Mrs. N. D. Hicks, Miss Hallie S. Barnes, Mrs. Eva C. Anderson, Miss Courtney N. Eaton, Mrs. Bessie C. Ransom, Mrs. Frances J. Hawley, Mrs. Adele R. Greene, Mrs. Ollie H. Johnson, Mrs. Marie T. Cureton, Mrs. Beulah B. Green, Mrs. James C. Baptiste, Mrs. Lillian Q. Hamme, Miss Sadie A. Ridley, Mrs. Bessie P. Tyler.

Mary Potter School

(100 per cent)

Dr. H. S. Davis, Mr. G. R. King, Mr. R. A. Lewis, Miss M. A. Hargrove, Mrs. Annie C. Gillespie, Miss Esther R. Jordan, Miss D. E. Peace, Miss M. A. Edington, Miss Lee Alma Vaughn, Miss E. Shepard Howze, Miss Lillian V. Council, Miss Florence L. Williams, Mrs. Mary Hall Scott, Mrs. J. J. Yancey, Miss Jeanetta Martin, Miss Ruth N. Wilson.

Colored Orphanage School

(100 per cent)

Mrs. L. G. Smith, Mrs. L. J. Cheatham, Mrs. R. M. Cousins, Mrs. E. M. Littlejohn, Mrs. B. G. Williamson, Miss C. T. Greene, Mrs. Nanie T. Gier.

Antioch School

Mrs. Lula F. McGhee, Mrs. Georgia R. Greene.

Granville County Unit

Berea District

(100 per cent)

Mr. W. H. Cannady, Mrs. Mary Fisher Yancy, Mrs. Hattie Hester, Mrs. Mollie Chavis, Mrs. Susie Cooper, Mrs. Irene Tyler, Miss Maylor Oakley, Miss Nancy Mays.

Creedmoor District

(100 per cent)

Mr. G. C. Hawley, Miss Nell E. Burwell, Miss Verna E. Williams, Miss Hattie L. Moore, Mrs. Willa N. Tate, Miss Isabelle E. Hicks, Mrs. Ola H. Hill, Mrs. Lorena S. Hedgespeth, Mrs. Patsy B. Jackson, Mr. Andrew J. McGhee, Mr. John J. Eisbey, Miss Mary H. Livass Miss Virginia L. McAden.

Oak Hill District

(100 per cent)

Mrs. M. W. Gant, Mrs. C. F. H. Broadie, Miss A. V. Oakley, Miss D. A. Joyner, Mr. Wm. E. Baptiste, Mrs. Rachel Blackwell, Mrs. Willia Chavis, Miss Aurelia Burton, Miss Alma Powell, Mrs. Lelia B. Smith, Mrs. Beatrice Lassiter, Mrs. Louise Bibby.

Wilton District

(100 per cent)

Mr. C. E. Gregory, Mrs. L. V. Roberts, Mrs. Doris B. Davis, Mrs. H. H. Rogers, Mrs. E. B. Young, Mrs. L. H. Harris, Mrs. O. K. Sanford, Miss Janie Edmonson, Miss Grace Baptiste, Mrs. E. R. Chavis, Mrs. Elizabeth Alston.

GREENE COUNTY

Greene County Training School

(100 per cent)

Mr. L. H. Smith, Jr., Miss W. D. Carroll, Mrs. M. D. Dudley, Mrs. C. J. Johnson, Mrs. K. D. Smith, Mrs. G. S. DeVane, Mrs. H. T. Joyner, Mrs. R. Edwards, Mrs. G. T. Edwards, Miss Rosa L. Suggs, Miss Rother L. Suggs, Mrs. M. E. E. Burge, Miss V. J. Holland, Mr. A. M. Stitt, Mr. B. M. Briggs, Mr. G. W. White, Mrs. M. E. Suggs.

Red Hill School

Mr. G. W. Joyner, Mr. R. A. Morris, Mrs. Daisy K. Morris, Mrs. Maud William, Miss Cora Artist, Miss L. E. McMurren, Mrs. Ella Anderson, Mrs. Louise Bonds, Mrs. J. C. Brown, Miss Carrie B. Joyner.

Greene County Unit

Miss L. E. Lamb, Miss Ruth H. Shaw, Mr. I. M. Jordan, Mrs. Clara A. Jordan, Mrs. T. M. Felton, Mrs. T. A. Pridgen, Mrs. E. L. Wright, Miss L. V. Edwards, Mr. H. P. Holley, Mrs. Inez Chestnut, Miss Viola Welch, Mrs. A. B. Stitt, Mr. Walter J. Suggs, Mrs. Lossie G. Askew, Mrs. Johnnie R. Taylor, Miss J. M. Cobb, Miss M. L. Dixon, Miss N. M. Edwards.

GUILFORD COUNTY

Greensboro City Schools

(100 per cent)

Mr. J. A. Tarpley, Mrs. H. J. Collette, Miss F. K. Gordon, Mrs. N. D. Arnette, Mrs. A. D. Bailey, Mrs. P. G. Bradley, Mr. V. H. Chavis, Miss M. A. Colson, Mrs. R. L. Davies, Mrs. C. H. Gerren, Mrs. J. J. Goldsborough, Mrs. B. T. Grant, Mrs. E. D. Holloman, Mrs. L. L. Humphrey, Mr. T. E. Humphrey, Mrs. F. W. Kenney, Mr. N. V. Macomson, Mrs. W. M. McLaughlin, Mr. N. E. McLean, Mrs. E. H. Miller, Mrs. E. L. Penn, Mrs. J. M. Pittman, Miss L. L. Porter, Mr. W. A. Goldsborough, Mrs. L. B. Reid, Mr. G. A. Rivers, Mrs. W. W. Riddick, Mr. J. W. Sapp, Mrs. B. J. Wells, Mr. A. H. Peeler, Mrs. A. J. Alexander, Mrs. L. D. Brown, Miss J. W. Butler, Mrs. L. P. Dyson, Mrs. M. Y. Hairston, Mrs. G. M. Hammonds, Mrs. C. H. Humphrey, Mrs. A. A. Melton, Mr. C. C. Miller, Miss C. B. Minor, Mrs. A. B. Moore, Miss C. L. McCullough, Mrs. L. D. Nelson, Mrs. H. P. Oldham, Miss C. L. Taylor, Mrs. S. M. Taylor, Mr. W. L. Jones, Mrs. E. M. Barnes, Mrs. N. W. Bowling, Mr. L. H. Brown, Miss P. T. Byers, Mrs. A. S. Chavis, Mrs. N. A. Coley, Mrs. S. M. Henry, Mrs. N. C. Jones, Mrs. F. S. Leary, Mr. J. A. McKee, Mrs. L. E. Morrow, Mrs. K. W. Nicholson, Mrs. L. C. Tarpley, Mr. J. S. Leary, Mrs. A. W. Baker, Mrs. D. S. Enoch, Mrs. C. T. Forney, Mrs. L. J. Gregg, Mrs. H. G. Hood, Miss M. A. Kirkland, Mrs. E. B. Lewis, Miss M. F. McConnell, Mrs. D. L. McNair, Mrs. R. R. Graham, Mrs. G. T. Simkins, Mrs. O. P. Womack, Mrs. G. D. Woods, Mrs. G. G. Brown, Mrs. H. H. Booker, Miss I. S. Jones, Mrs. M. R. Logwood, Mrs. L. M. Lomax, Mrs. P. W. Tillman, Mrs. E. B. Wise, Mrs. F. R. Alston, Miss C. E. Hill, Mrs. S. P. Ruff, Mrs. S. E. Byarm, Mrs. L. S. Taylor, Mrs. P. O. Donnell, Mrs. M. C. Douglas, Mrs. M. H. Jones, Mr. T. W. Cowan, Mrs. M. F. Mayfield, Miss P. B. Scarlette.

Guilford County Unit

Miss Mamie Taylor, Mrs. B. T. Avery, Mrs. Mary B. Allen, Mrs. Juanita W. Adams, Miss Anne Allen, Miss Voila M. Boone, Miss Oris Bigelow, Mr. V. Blackburn, Mr. Chester Bradley, Mrs. Elizabeth Baker, Mrs. R. M. Bullock, Mrs. Irene Booker, Mrs. N. G. Bynum, Mrs. Eunice Cotton, Mrs. B. H. Coles, Mrs. Z. C. Daniels, Mr. M. M. Daniels, Mrs. Annie A. Foster, Mr. G. P. Franklin, Miss Montrose Garrett, Miss Maud Greer, Mrs. Elma T. Graves, Mrs. Lizzie Holt, Mr. C. O. Howell, Mrs. Anna Ingram, Miss Helen Chapman, Mrs. Beatrice Jones, Mrs. Odessa Long, Mrs. Annie Bradham, Miss E. P. Johnson, Mr. George Jordan, Mrs. Elizabeth Jeffers, Mrs. Dula Laughlin, Mrs. Annetta Long, Mrs. M. M. Moffitt, Mrs. Etta Mitchell, Miss Willie McIver, Mr. B. J. Morris, Mrs. C. M. Mebane, Mrs. Mary Manley, Miss Fannie McCallum, Miss Velma Neal, Mr. W. L. Peay, Mrs. C. B. Rieves, Miss Annie Robinson, Mrs. M. J. Roberts, Mrs. B. F. Reddick, Mrs. I. E. Strickland, Mrs. A. Spellman, Mrs. Bessie Turner, Mrs. Alma T. Taylor, Miss Ada Tonkins, Mrs. V. W. Webb, Mrs. Mary B. Setzer, Mrs. W. C. A. Clapp, Mrs. Annie T. Buffalow.

High Point City Schools

Leonard Street School

(100 per cent)

Mr. S. S. Whitted, Mrs. Willie Mae Boyd, Mrs. Beulah McCorkle Boyd, Mr. Lester Boyd, Mrs. Ethel B. Barnhill, Mrs. Thenia Y. Bricefield, Mrs. Willie M. Carter Chellis, Mrs. Charlie H. Curry, Mrs. Julia I. Hall, Mrs. Callie V. Holmes, Mrs. Dahla D. Ingram, Miss Bertha B. Lomax, Mrs. Katye B. McAdoo, Mrs. Lillian B. S. Merritt, Mrs. Alice P. McLeod, Mrs. Ophelia R. Morgan, Mrs. Cornelia B. Reid, Mrs. Margaret J. Simmons, Mrs. Terah W. Whitten.

Fairview School

(100 per cent)

Miss Mytrolene L. Graye, Mrs. Mary H. Blackburn, Mrs. Galatia E. Lynch, Mrs. Lessie E. Flowe, Mrs. Pearl P. Burford, Mrs. Magolia M. Hart, Miss Edna V. Perry, Miss Mattie C. Robinson, Miss Nettie C. Moss, Mrs. Mary G. Williams, Mrs. Janie K. Williams.

A. & T. College

Dr. F. D. Bluford, Miss Vivian F. Bell, Dean W. H. Gamble, Dean W. T. Gibbs, Dean J. C. McLaughlin, Mr. S. B. Simmons, Mr. C. E. Dean, Mr. W. T. Johnson, Dr. W. L. Kennedy, Mr. C. R. A. Cunningham, Mrs. Margaret Bolden, Miss C. E. Crawford, Miss Myrtle Thompson, Mr. K. M. Keyes, Dr. M. B. Towns, Dr. L. N. Ferguson, Mr. L. W. Engram, Mr. J. W. R. Grandy, Miss Thelma Waddell, Mrs. E. E. Jackson, Mr. Otis Buffaloe, Mr. J. A. Spaulding, Mrs. F. T. New-

sone, Miss W. R. Laws, Miss M. W. Towns, Mr. R. E. Jones.

HALIFAX COUNTY

Halifax County Unit

(100 per cent)

Hobgood School

Mr. Leroy Wilson, Mrs. Ruth Braswell Jones, Mrs. Jessie W. Johnson, Mrs. Lillie B. Hill, Mrs. Lorzainne C. Alderman, Mrs. Ava Jone Wilson.

Eastman High School

Mr. W. A. Holmes, Miss Jessie Stewart, Miss Doris Littlejohn, Mrs. Isabelle Jamieson, Mr. H. Percy Richardson, Miss Madlyn Williams, Miss Hannah Bagle, Miss Elizabeth Sapp, Mrs. Lillian T. McMillan, Mr. Marcellus Miller, Mr. Joseph Battle.

Inborden Elementary School

Mr. Montera Davis, Miss Ruby Mangrum, Miss Edna Barretts, Miss Florine Wade, Mrs. Virginia Swayze, Mrs. Madge Bynum, Mrs. Bertha Bullock, Mrs. Margaret Scott.

McIver High School

Mr. Luther Gilliard, Miss Sadie Smith, Mr. W. B. Jamieson, Miss Ernestine Hayes, Mrs. Lucille W. Thomas, Mrs. Helena Harris, Miss Mattie Eason, Mrs. Elsie J. Reavis, Miss Mary Wheeler, Mrs. Margaret Morgan, Mrs. Okay Finch, Mr. James Hannon, Miss Doris Whitaker, Miss Corinne Hoggard, Miss Thelma Gilliam.

Print School

Mr. Chas. G. Avent, Jr., Mrs. Alice Williams, Mrs. Sadie Rainey, Mrs. Curtiss Joshua, Mrs. Mattie J. Pressley.

Brawley High School

Mr. J. C. Bias, Mrs. Grace Holmes, Miss Mertye Rice, Miss Annie Hawkins, Mrs. Ruth W. Jones, Miss Gwendolyn Gill, Mr. James Bussey, Mrs. Leah Shields, Mrs. Adeline Brookins, Mrs. Annie L. Connor, Mrs. Carolyn Bias, Miss Idonia Dixon, Mrs. Louise Harris, Miss Annie L. Savage, Mrs. Ernestine Felton, Mr. William Stanton, Miss Lucy Kearney, Mrs. Hildegarde Mutts, Mr. John Bullock, Miss Cora Slade.

Dawson School

Mr. B. A. McGeachy, Mrs. Irene Moseley, Mrs. Annie Baines, Mrs. Edith Shields, Mrs. Grace Cooke.

Halifax County Training School

Mr. W. B. Davis, Miss Lillian H. Moore, Miss Maude E. Freeman, Mrs. Veda Mae Pridgen, Miss C. E. Tucker, Miss Mary E. Woods, Mrs. Willie H. Cheek, Mrs. Lucille Cooke, Mrs. C. T. Blackwell, Mrs. N. B. Kyle, Mrs. Elizabeth Woodruff, Mrs. Charlotte Hubbard, Miss Bernice Byrd, Mr. William Jones, Miss Marjorie Morgan.

Mr. B. W. Logan, Mrs. Blanche Smith, Miss Melba Douglas, Mrs. Dorothy Reese, Miss Ruth Fields, Mrs. Mabel Johnson, Mrs. Mabel Johnson, Mrs. Fannie Hawkins, Mrs. Cleo Whitaker, Miss Garadine White, Mrs. Dorothy Haggins, Mrs. Westie Wills, Miss Lelia Stanley, Miss Madge Watson, Mrs. Nannie Williams Francis Mrs. Almyra Pittman, Mrs. Christine Whitaker, Mrs. Vernon Thornton, Miss Ruby Rowland, Miss Charity Whitaker, Miss Emily Earl, Mrs. Venelia Ancrum, Mrs. Ruby Stewart, Mr. Clarence Bailey, Mrs. Mary E. Pittman, Miss Florida Belle, Miss Minnie Collins, Miss Elvenie Whitaker, Mrs. Dora Brynat, Miss Geraldine Wade, Miss Irene Smith, Mr. Edwin Hardy, Miss Susie Ford, Miss Frankie Myrick, Mrs. Mary L. Wilson, Mrs. Maxine Adams, Mrs. Annie Singleton, Mrs. Florence Jones, Mrs. Sadie Hawkins, Mr. J. L. Pridgen, Mrs. Frankie Young, Miss Beatrice Long, Mr. P. C. Williams, Mrs. Johnnie Cooke, Mrs. Annie Demery, Mrs. Theresa I. Hale, Mr. Julian Lyons, Mrs. Pearl Spaulding, Mrs. Annie M. Leonard, Miss Annie Sherrod.

Halifax County Unit

Miss Ethel Marrow, Miss Elsie Woodley, Miss Sallie Hardy, Miss Lether Worley, Miss Gwendolyn Poindexter, Miss Ruth Cureton, Mrs. Bessye Shields Wilder, Mrs. Uzella McDaniel, Miss Virginia Haywood, Mrs. Dorothy Wills, Miss Mamie Clark, Miss Kate Soud, Miss Maria Shaw, Mrs. Elvira Ashley, Mr. Claude Johnson, Miss Helena Hardy, Mrs. Gossie Clarke Mills, Miss Ethel Smith, Mrs. Mary B. Wilkins, Mr. D. W. Holt, Mrs. Hattie Harris Richardson, Miss Tetrizinnia Nicholson, Miss Maudine Hawkins, Miss Lelia Reid, Mrs. Viola Pittman, Miss Atlanta Qualls, Mrs. Mary S. Wilkins, Miss Eva Alston, Mrs. Sophrona B. White, Miss Ida Mills, Miss Matilda Alston, Mr. Namon McMillan, Mrs. Mattie Marrow, Mrs. Frankie Williams, Mrs. Roxanna Alston Williams, Mrs. Alice Powell Mrs. Lucille H. Hilliard, Mr. C. C. Clark, Mrs. Lavelle Clark, Mrs. Virgil Meekins, Mrs. Mary B. Pittman, Miss Dora Brown, Mr. J. A. Spaulding, Mrs. Annie M. DeBrew, Mrs. Irene Jones, Miss Nellie Allen, Mrs. Carrie Anthony, Mr. George Ellis.

Halifax County Unit

Miss Thelma Mack, Miss Pearl Smith, Mrs. Olivia Austin, Mrs. Rolelia Hentage, Miss Amelia Perry, Mrs. Estella Pendergraft, Mr. George Felton, Miss Janie Slater, Miss Cora E. Jones, Miss Goldie Parker, Mr. Homer Alston, Mr. B. A. Hardy, Mrs. Annie H. Brinkley, Mrs. Helen Johnson, Mr. Johnston Harris, Miss Gertrude Bullock, Miss Vivian Reed, Miss Virginia Davis, Mr. John Welchy, Mrs. Bessie W. Johnston, Miss Archie Fowler, Mrs. Gladys Clarke.

HARNETT COUNTY

(100 per cent)

Shawtown High School

Mr. John Spivey, Mrs. Margaret Spivey, Mrs. Lueva Newkirk, Mrs. Lessye Stinson, Mrs. Iola B. Spruill, Mr. James Mufree, Mrs. Blanche Sanders, Mrs. Vivian B. Johnson, Mr. Edwin J. Rhue, Mrs. Dolly Carter, Mrs. Roliste McKoy, Miss Eloise McNeil, Miss Alberta Hairston, Mrs. Carolyn Rowland, Mrs. Inez Hawkins, Mrs. Nanny Boston, Miss Ethel Patterson, Miss Vivian Bizzell, Miss Augusta Cooper, Mrs. Alberta M. Forte.

Harnett County Training School

Mr. A. R. Dees, Mr. J. B. Christmas, Mr. W. R. Hooper, Mrs. C. S. McLean, Miss T. W. Tuck, Mrs. M. W. Reid, Mrs. J. W. Williams, Mrs. E. M. Ferguson, Mrs. T. O. Satterwhite, Miss L. L. Culbreth, Mrs. L. W. Carter, Mrs. L. H. Dees, Mrs. E. C. Mitchell, Mrs. I. M. Smith, Mrs. E. M. Minter, Mrs. Pauline L. Moore, Mrs. J. L. Hewlin, Miss M. L. Hicks, Miss M. W. Horton, Mrs. E. G. Williams, Miss M. G. Smith, Mr. E. C. Setzer.

Harnett County Unit

Johnsonville High School

Mr. Freeman Ledbetter, Mrs. Lacola Taylor, Mrs. Cherrie Cameron, Miss M. L. Pinnix, Miss E. D. Hall, Miss G. I. Riggsbee, Miss J. L. Covington.

Ridgeway School

Mrs. Wilma S. Prince, Miss Mary J. Chalmers, Mrs. Wyomia B. Bryant, Miss Lula E. Walker.

Bethlehem School

Mrs. B. G. Rhue, Miss G. M. Washington, Miss M. D. McLean, Mrs. N. C. Baldwin.

Bunnlevel School

Miss Winnifred Allen, Mrs. Carrie Atkins, Miss Margaret McLean, Miss Mildred Dunham, Miss Eartherlaine Smith, Mrs. Althea B. Mooney.

Norrington School

Rev. John E. Marks, Mrs. Annie S. Wright, Miss Retha Tucker, Miss Garner R. Baxter.

Miss Esther Tatton, Miss Martha McKoy, Mrs. Annie Drane, Mrs. Mary E. Crowe, Mrs. N. D. Byndsol, Mrs. Mary R. Cromartie, Mrs. C. L. Tuck, Mr. A. L. Tuck, Mr. John A. Campbell, Mrs. Katie H. Campbell, Mrs. Ethel P. Gilmore, Miss Irene Black, Mrs. Pettie T. Massey, Mrs. Beatrice Payton, Miss Mary Beatty, Miss Naomi Brown, Mr. C. E. Forte, Miss Elsie Allen, Mrs. Addie Warfield, Mrs. Flora McLaughlin.

Miss Jessie M. Smith, Mr. John M. Humphrey, Mrs. Katie B. Forshee, Mrs. Oda D. Matthews, Mrs. Rosa McDowell, Mrs. Minnie L. Cameron, Mrs. Mary M. Copling, Mrs. Vera Ryals, Mrs. Georgia McCoy, Mr. Charlie Walker.

HENDERSON COUNTY

Henderson Colored High School

Mr. S. E. Durante, Mrs. Odell M. Rouse, Mrs. Lois Brown Houser, Mrs. Eva R. Pilgrim, Mrs. Addie M. Miller, Mrs. Eula B. Owens, Miss Bennie Young, Mrs. M. Joyce Mills, Miss Laura B. Cook, Mrs. Mary Lee Edwards.

HERTFORD COUNTY

Ahoskie District Schools

(100 per cent)

Robert L. Vann High School

Mr. H. D. Cooper, Mr. J. L. Faulcon, Miss G. E. Hall, Mrs. I. W. Hale, Mrs. A. L. Lawrence, Mrs. S. N. Cooper, Mr. J. W. Futrell, Mr. G. T. Bazemore, Miss C. A. Holmes, Miss E. K. Pierce, Mrs. M. H. Futrell, Mr. C. S. Yeates, Mrs. M. S. Colson, Miss R. M. Jones, Miss Evangeline Moore, Mrs. E. J. Harrell, Mrs. L. B. Patterson, Mrs. C. A. Gatling, Mrs. I. N. Yeates, Mrs. C. C. Holloman, Mrs. I. E. White, Mrs. D. C. Weaver, Mrs. D. A. Newsome, Mrs. Maria Newsome, Mrs. M. N. Bond, Mrs. V. M. Hart.

St. John's School

Mr. T. R. Hall, Miss M. O. Watson, Mrs. Agnes Weaver, Mrs. I. J. Collins.

Union School

Mrs. Irabel Riddick, Mrs. Dice H. Reid.

Menola School

Mrs. D. H. Taylor, Miss Artholia Porter, Mrs. E. R. White.

Signboard School

Mrs. L. S. Porter, Mrs. M. E. Sills, Miss Agnes M. Sharpe.

Winton Township Schools

(100 per cent)

Miss Melba C. Ashe, Miss Sallie Y. Bizzelle, Miss R. Bernice Brett, Mrs. Viola H. Chavis, Mrs. Flora B. Collins, Miss Annie O. Cowper, Mrs. Lillian N. Everett, Miss Minnie L. Flood, Mrs. Emma C. Freeland, Mr. H. C. Freeland, Mrs. Effie J. Gadsden, Miss Ardelle Garrett, Mrs. Albina B. Hall, Miss Pecolia L. Hall, Mrs. Julia H. Hunter, Mr. M. D. Jarmond, Mrs. Undean W. Jones, Mr. S. F. Lewis, Mrs. Jennie L. McDougle, Mrs. Esther B. Oliphant, Miss Marion O. Reid, Mrs. Luvenia B. Rouson, Mrs. Alice J. Scott, Mrs. Theora C. Stallings, Mr. C. B. Varner, Mrs. Queen P. Varner, Mrs. Addie L. Weaver, Mrs. Ailene B. Weaver.

Harrellsville Schools

(100 per cent)

Miss Hattie Beverly, Miss Trolie E. Brown, Mrs. Ethel S. Bullock, Mrs. Vivian W. Childs, Mrs. Josephine P. Chinn, Rev. C. A. Harte, Miss Louise Holley, Mrs. Fannie V. Hollomon, Miss Virginia D. Jones, Mrs. Emma D. Mitchell, Mrs. Dora J. Porter, Mr. A. D. Powell.

HOKE COUNTY

(100 per cent)

Upchurch High School

Mr. A. S. Gaston, Miss Julia A. Griswell, Mrs. C. B. Norman, Mrs. Sara J. Barber, Mrs. A. W. Pridgen, Mrs. Sarah P. Russell, Mrs. Alberta Grant, Mrs. Mamie H. Pierce, Miss Sara Friende, Mrs. Rachel F. Debnam, Mr. Chas. D. Keck, Mrs. Anne K. Williamson, Mrs. Hellen B. Williams, Mrs. D. W. Truzerls, Miss Alverta Jackson, Miss Rolline E. Dunston, Miss Sisie Mae Truzerls, Miss Edith L. Scrivens, Miss Anna G. Smith, Mr. Stephen Williams, Mr. Chas. H. Thigpen.

Hoke County Group

Mrs. Rosa Andrews, Miss Marie Barr, Mrs. Maggie Bryant, Miss Veroni Byrd, Mr. James Chalmers, Mr. Garfield Coleman, Miss Emma Crawford, Mr. W. C. Campbell, Mrs. Daisy Quevedo, Miss Bonzie Dobbins, Mrs. Mary Duke, Mr. L. V. Evans, Mrs. Sara G. Dalton, Miss Katie Broadway, Miss Estelle K. Manning, Mrs. Christine Patterson, Mrs. Daisy C. Robinson, Mr. J. F. Drake, Miss A V. Francis, Mrs. Flora Hankins, Mrs. Celia Hoggard, Miss Nellie Frierson, Mrs. A. L. Gaston, Mrs. Lillian Gleaves, Mrs. Avvie Gordon, Mrs. Carrie G. Melvin, Mrs. Lucile Mumford, Mrs. Viola D. Monroe, Mr. John Mumford, Mrs. Mary McGeachy, Miss Luvenia McGregory, Mrs. Georgia McDowell, Miss Ida Mae McKoy, Mrs. Mary McLaughlin, Miss Dora Gilchrist, Mrs. Rosa McNeill, Miss Mable Shaw, Miss H. M. Shipman, Mrs. Vera W. Williams, Mr. T. V. Williams, Mrs. Hannah A. Springs, Mrs. Mary Saunders.

HYDE COUNTY

Hyde County Training School

Mr. Oscar A. Peay, Mrs. Lillian Hill Gibbs, Mr. Alonza V. Slade, Mrs. Senia Shepherd, Miss Mattie E. Gibbs, Mrs. Willie G. Greene, Miss Marietta Wilson, Mrs. Annie Smith Whitfield, Mrs. Lona Keys Garret, Miss Mattie McMurren, Mrs. Loda Allen Gaskins, Mrs. Annie M. Bonner, Mrs. Sophia M. White, Mrs. Elizabeth B. Whitaker, Mrs. Lillian H. Spruill, Mr. Johnson Spruill, Miss Ella Oreta Clay, Miss Majorie Selby, Miss Odia Bell Benson, Mr. James Hardy, Miss Rosa Bell Mackey, Miss Luetta Newkirk, Mr. Seward Selby.

Hyde County Group

Miss M. E. Gibbs, Mrs. Judy Gray, Mrs. Rosa Bryant, Mrs. Carrie Whitaker, Mr. William Jordan, Miss Mary Burrus, Mrs. Annie Davis, Miss Jaunita Credle.

IREDELL COUNTY

(100 per cent)

Morningside High School

(100 per cent)

Mr. A. D. Rutherford, Mrs. Connie M. Abernathy, Mr. G. L. Burge, Mrs. Margaret Chambers, Miss Leola C. Croom, Mr. G. F. Dalton, Mrs. Martha G. Dalton, Mrs. A. C. Foushee, Miss W. Eloise Hanes, Mrs. Lullian Hamilton, Mrs. Mozella Hollowell, Mrs. Mary B. Jones, Mrs. M. M. Littlejohn, Miss Willie Alma Mack, Miss A. Frances Maxwell, Mrs. Clara W. Nesby, Miss Bertha C. Sherrill, Mrs. Alma L. Stevens, Miss Margaret B. Vaughn.

Dunbar High School

(100 per cent)

Mr. N. F. Woods, Miss A. A. Dumas, Miss Margaret Caldwell, Miss Katherine Mitchell, Miss L. E. Whitted, Miss C. H. Neely, Mrs. M. L. Corden, Mr. A. Jones, Jr.

Iredell County Unit

(100 per cent)

Miss Mary A. Williams, Miss Frances Evans, Mr. Charles W. Rankin, Miss Juanita Dalton Fain, Miss Mildred R. Hollowell, Mrs. Euva L. Mangum, Mrs. Rosella F. Johnson, Miss Estella E. Young, Miss Celeste C. Blackburn, H. H. Blackburn, Miss Mae Bethel Davidson, Miss Fredretha Dalton, Miss Lumicia Sherrill, Mr. Otto M. Pharr, Rev. John L. Powell, Mrs. Grace H. McMullen, Miss Edna M. Pitts, Mrs. Connie K. Spicer, Mr. D. O. Ivey, Mrs. Elizabeth N. Ivey, Mr. William Littlejohn, Miss Rosena S. Haygood, Mrs. O. H. Morgan, Mrs. Ethel D. Walker, Miss Genevieve Reeves, Miss Gladys P. King, Mrs. Lillie Mae Brown, Mr. Mason C. Miller, Mrs. Mary N. Morrison, Mrs. Mildred L. Holt, Mrs. Sadie P. Murdock, Mrs. Sarah S. Doster, Mrs. Buelah S. Cannon, Miss Arrie A. Nelson, Mrs. Jettie M. D. Morrison, Miss Madge E. Simril, Miss Bessie Inez Abernathy, Miss Willie Mae Holley, Mrs. Mazie G. Holt, Mrs. Allie Stinson, Miss Matilda L. Reid, Mr. Moses H. Horrington, Mrs. Margaret H. Turner, Mrs. Esther H. Bell, Miss Allie C. Coble, Rev. Harry T. Henry, Mrs. Miriam S. Davidson, Miss Mildred Feimster, Miss Sadie D. Hackett, Miss Ivey L. England, Miss Fleecy Mae Griffin, Mrs. Mary C. Holliday, Mrs. Mary A. Donnell, Miss Charlotte Ruth Cain.

JONES COUNTY

Trenton Colored School

(100 per cent)

Mr. C. C. Francks, Mr. Carl W. Francks, Miss Martha D. Hawkins, Miss Mary E. Bembry, Miss Annie L. Greene, Mrs. A. Respass Dove, Mr. Arlin S. Bryant, Rev. J. A. Everette, Miss Olivia V. Kornegay, Mrs. Virginia McDaniel Payton, Miss Juliette B. Gibbs, Mrs. Georgia Murphy Spenser, Miss Hazel L. Mallette, Miss Naomi E. Griffin, Mrs. Leah M. Francks, Mrs. Gladys Banks Brown, Mrs. Ida Smith Francks, Miss Mabel Simmons.

JOHNSTON COUNTY

Johnston County Training School

(100 per cent)

Mr. W. R. Collins, Miss A. J. Parks, Mrs. E. B. Cannady, Miss A. O. Smith, Miss N. L. Smith, Mrs. E. T. Penman, Mrs. V. S. Hyman, Miss L. A. Bailey, Miss W. E. Griffin, Miss E. B. Henderson, Miss B. E. Grice, Mrs. M. A. Morgan, Miss E. G. Peterson, Mrs. L. O. Jernigan, Miss R. M. Kell, Miss M. E. Jenkins, Miss B. L. Wilson, Miss F. K. McNeil, Miss E. B. McNeil, Mrs. M. L. Heartley, Miss A. K. Ashford, Miss R. O. Caldwell, Mrs. E. H. Jordan, Miss H. A. Sanders, Mrs. S. M. Smith, Miss B. E. Moses, Miss R. L. Saunders.

William Cooper High School

(100 per cent)

Mr. N. L. Cannady, Mrs. Pauline Young, Miss Matilda Ormand, Miss Susie McIntosh, Miss Liller Chalmers, Miss Thelma Penn, Mrs. Irene Spaulding, Mrs. Pathenia Morgan, Miss Surluta Bell, Miss Flossie Lee, Miss Ethel Jones, Mrs. Grace Kennedy, Mrs. Flossie Cannady, Mrs. Cora Boyd, Miss Gladys Howard, Mrs. Josephine Saunders, Miss Almira Kennedy, Mr. J. Holden.

Short Journey School

(100 per cent)

Mrs. Eva J. Cooper, Miss D. McAllister, Mrs. D. McN. Sanders, Miss H. E. Brown, Mrs. B. B. Gillir. Mrs. E. R. Vinson, Miss Carol Reaves, Mrs. C. D. Tolar, Miss Ione Vinson, Miss V. V. Wood.

Four Oaks Colored School

(100 per cent)

Mr. Robert L. Holt, Miss Annie James, Mrs. Eunice Richardson, Miss Eva M. Martin, Miss Charlie M. Cannady, Mrs. Olive Beckwith, Mrs. Helen Holt, Miss Clara Dublin, Miss Hazel Compton, Mrs. Lillian N. Futrell, Mrs. Frances C. Jones, Rev. O. C. Harris, Mrs. Bettina S. Wilson.

Princeton Colored Graded School

(100 per cent)

Mr. G. W. Bryant, Mrs. Maggie J. Bryant, Mrs. Lottie M. Holt, Mrs. Rosa B. Murphy, Mrs. Mary V. Hinton, Mrs. Lois D. Singleton, Miss Annie V. McLaughlin, Mrs. Florence Whitley.

Kenly School

Mrs. Lugenia Sanders.

Richard B. Harrison High School

(100 per cent)

Mr. M. L. Wilson, Mrs. Elizabeth H. Hawkins, Miss Helen A. Morrison, Mrs. Callie G. Siler, Mrs. Bettie J. Arrington, Mrs. Sallie A. Richardson, Miss Eugenia L. Johnson, Mrs. Edivy G. Gadsden, Mrs. Rachel H. Dean, Miss Geneva Hill, Mrs. Ernestine A. Coley, Mrs. Flora B. Holt, Miss Ruby E. Peacock, Mr. Carl L. Easterling, Mrs. Mildred W. Wilson, Miss Naomi D. Watson, Mrs. Cora M. McKoy, Miss Dorothy Elliott, Miss Thelga Scarlette, Mrs. Beatrice C. Freeman, Mrs. Priscilla J. Bailey, Mrs. Elouise H. Sherrod, Miss Maude Bell, Miss Daisy R. Walker, Mrs. Winnie M. Lacewell.

LEE COUNTY

(100 per cent)

Lee County Unit

Mr. W. B. Wicker, Mrs. M. A. McLean, Mrs. Celia A. Taylor, Mrs. C. B. Bridges, Mrs. H. R. Harbor, Mrs. M. V. Wicker, Mrs. H. W. Brown, Mrs. Martha Foushee, Miss Beatrice Worthy, Miss Georgia Turner, Mrs. C. D. Mitchell, Miss M. D. Williams, Miss M. E. McKoy, Miss F. E. Golden, Miss J. M. Bethea, Miss Gladys A. DeBerry, Mrs. Patsye R. Alston, Mrs. R. Lucille Franks Bess, Miss Ruth B. Kendall, Miss Rosetta H. Brooks, Miss C. E. Dawson, Miss Biverous A. Pretty, Mrs. Julia Taylor Saunders, Miss Geraldine E. Matthews, Mrs. Estell Snipes, Miss Frances M. Lindsay, Miss Louise Delores Chisolm, Miss Ethel L. Harris, Miss Priscilla P. Jordan, Mr. J. D. Fisher, Mrs. Meta G. Thompson, Mrs. M. E. Bates, Mr. R. G. Perry, Mrs. C. S. Jamerson, Mrs. S. J. McMillan, Mr. James B. Brown, Mrs. Zenobia B. Headen, Mrs. E. M. Horton, Mrs. Olivia R. Parks, Mrs. N. B. Jackson, Miss F. R. Richardson, Mr. L. J. Lockamy, Mrs. E. M. Bland.

LENOIR COUNTY

La Grange High School

(100 per cent)

Mr. E. B. Frink, Mrs. C. R. B. Kornegay, Mrs. A. D. Pridgen, Miss M. M. Wayne, Mrs. L. H. Joyner, Mrs. M. A. Thompson, Mrs. S. A. Flanagan, Mrs. R. B. Bryant, Mrs. P. L. Henry, Miss P. B. Smith, Mrs. O. W. Frink, Miss J. Dawson, Miss L. A. Steele, Mr. Grant W. F. Bates.

Kinston City Schools

(100 per cent)

Tower Hill School

Mr. J. A. Harper, Miss Kathryn L. Allen, Miss Vina D. Battle, Miss Chaminade C. Clinton, Miss Lucille Edwards, Mrs. Elaine B. Fletcher, Mrs. Margaret G. Fisher, Miss Elaine R. Gardner, Miss Dora M. Greene, Miss Julia C. Jackson, Mrs. Etta B. Lane, Mrs. Melissa N. Leitao, Mrs. Leila P. Mitchell, Miss Mamie L. Norris, Miss Anna Mae Raye, Mrs. Mamie W. Smith, Mrs. Beatrice E. Strong, Miss Anne W. Thompson, Mrs. Esther W. Tyson, Mrs. Mary G. Williams, Mrs. Marion M. Womack, Mrs. E. J. Stewart, Miss Rosa Belle Lassiter.

Adkin High School

Mr. C. B. Stewart, Miss Georgia A. Brooks, Mr. Stephen Carraway, Jr., Miss Hortense M. Chapman, Miss Mabel V. Clarke, Miss Esther E. Hodges, Miss Ella Jean Page, Miss Blondola O. Powell, Mrs. Ruth G. Tillery, Mrs. Nancy C. Williams, Mrs. Jessica H. Winslow, Miss Sarah E. Wooten, Miss Jennie A. Draughn, Miss Beatrice Tyler, Miss, Beulah Davis, Mrs. C. A. Albritton, Mr. J. V. Graham.

LINCOLN COUNTY

Lincoln County Unit

(100 per cent)

Mrs. Annie Wade Biggers, Mrs. Ruba Williams, Miss Ruth Comer, Miss Majorie Peeler, Miss Lulu Harris, Mrs. Annie Loritts, Mr. A. G. Hol- Mildred Gaither, Miss Rosebud Link, Mrs. Derr land, Miss Elsie Grier, Miss Annie B. Hart, Miss McCullough, Rev. A. P. Corley, Miss Carrie Carson, Mrs. Ethel Alexander, Mrs. Leontine B. Moore, Mr. Guy W. Perry, Miss Edith Mae Ramseur, Miss Vercie Surratt, Mrs. W. T. Wallace, Mrs. Tabitha Froneberger.

MADISON COUNTY

Hot Springs School

Miss Frances M. Owens.

MARTIN COUNTY

(100 per cent)

Martin County Unit

(100 per cent)

Mrs. A. L. Hayes, Miss C. B. Clark, Miss B. L. Ellison, Miss L. S. Chambers, Miss Constance Thorpe, Miss Ethel Alexander, Mrs. R. N. Jackson, Miss Elizabeth Hargett, Mrs. L. S. Jones, Mr. J. A. Holley, Miss Essie Mizelle, Mrs. Nora Cherry Slade, Mrs. Alma D. Gaither, Mrs. D. E. Chance, Mrs. Mary S. Gray, Mr. Raleigh W. Wilson, Miss Thomassena Miller, Miss E. V. McCloud, Mr. E. J. Hayes, Mr. John S. James, Mrs. Ruth Anthony, Mrs. Alberta P. Ewing, Miss Alma McNeill, Mr. M. L. Armistead, Mrs. Arimite Page, Miss Mary Alice Burch, Mr. James H. Faulk, Mrs. Amazor Roberson, Miss Odessa E. McFadden, Rev. W. V. Ormond, Mrs. Clara Owens, Miss Annie Slade, Mr. Thomas Jernigan, Mrs. B. E. Evans, Mrs. Alma P. Taylor, Mr. Earnest Owens, Miss Quentila Evans, Miss Indiania Taper, Mr. A. R. Jones, Mrs. Sallie R. Jordan White, Miss Vida M. Tapor, Miss E. V. McNeill, Miss A. M. Hassell, Miss Essie Riddick, Mrs. Laura Williams, Mrs. Annie M. Cabarrus, Mrs. Esther C. Council, Mr. N. W. Slade, Mrs. Fannie L. Slade, Miss D. E. Chance, Miss J. E. McMurren, Mrs. Cymera Fagans, Mrs. Eutie M. Wooten, Mr. Don G. Chance, Mrs. Nancy A. Highsmith, Mrs. Basher Andrews, Mrs. Ellen M. Lester, Miss Mary E. Andrews, Mr. R. S. Gaither, Mrs. Ruth A. Downing, Miss Rebecca Everett, Mr. George T. Hyman, Mrs. Cora V. Jones, Miss Joanna M. Dowdy, Mr. Turner K. Slade, Miss Catherine Manning, Miss Ethel Walker, Mrs. Arnella V. Armistead, Mrs. Caroline C. Slade, Mr. Ralph A. Keys, Mrs. Eleanor C. Hyman, Miss Wilhemenia Pearce, Mr. Elijah Keeys, Mrs. Ella M. Hextall, Miss Earnestine Pearce, Mr. W. T. Alexander, Miss Nellie Smith.

W. C. Chance High School

Mr. W. C. Chance, Miss Pearl Modlin, Miss Cardwell, Miss M. C. Taylor, Miss Rosa Driggers, Mrs. J. J. Chance, Miss Sarah Lawson, Mr. M. A. Armistead, Mr. A. B. Wynne.

McDOWELL COUNTY

Old Fort School

Mrs. Myrtle Hemphill Brittian, Mrs. Fannie Rhufin, Mrs. L. C. Twitty.

MECKLENBURG COUNTY

Johnson C. Smith University

Dr. H. L. McCrorey ,Dr. H. Liston, Miss Mildred K. Ellis, Dr. T. A. Long, Dr. A. H. George, Mr. W. C. Donnell, Dr. C. F. Atkins, Mr. G. F. Woodson.

Charlotte City Schools

Myers Street School

(100 per cent)

Miss Mary A. Wyche, Mrs. L. Davis, Miss Willie Gabriel, Mrs. Annie Warner, Miss Minnie Phifer, Miss Lucille Ray, Mrs. N. Helen McKissick, Miss Dollie Young, Mrs. Marie Flowe, Mrs. Mabel Russell, Miss Fannie M. Miller, Mrs. B. C. Patterson, Mrs. Octavia Tucker, Mrs. Elizabeth Murphy, Mrs. D. E. Williamson, Miss Hattie Russell, Mrs. Katherine Smith, Mrs. Ella G. Vorice, Mrs. Frances Graham, Mrs. Mildred E. Burwick, Miss Lillian Rudisill, Mrs. Ruth M. Williams, Miss Estelle Arthur, Miss Annie Mae McKee, Mrs. Geneva R. Alston, Miss Lenora Grier, Mrs. Inez Byers, Miss Frances Sampson, Mrs . Julia Boulding.

Isabella Wyche School

(100 per cent)

Miss B. D. Moore, Mrs. C. T. Booton, Miss B. L. Brown, Mrs. M. J. Campbell, Mrs. G. C. Daniels, Mrs. G. L. Greene, Mrs. L. M. Hamilton, Mrs. V. G. Hart, Mrs. M. L. Henderson, Mrs. L. K. Hollomon, Mrs. E. G. McKeithen, Mrs. G. F. Moreland, Mrs. F. M. Nash, Mrs. I. M. Newkirk, Mrs. M. G. Patterson, Miss L. M. Perry, Mrs. R. B. Pitts, Mrs. G. E. Wylie.

Fairview School

(100 per cent)

Mrs. M. G. Davis, Miss H. S. Anderson, Mrs. M. D. Connor, Mrs. M. D. Corbett, Miss D. J. Craig, Miss Roberta Douglass, Mrs. L. S. Donnell, Mrs. V. L. Ferguson, Miss M. L. Hearn, Mrs. A. E. Herritage, Mrs. I. C. James, Mrs. L. P. Jenkins, Miss T. Johnson, Mrs. C. C. McFadden, Mrs. M. J. McKee, Mrs. J. C. McKenzie, Mrs. M. L. McKinney, Miss J. McKnight, Mrs. H. P. Moreland, Mrs. P. W. Morgan, Miss E. E. Morris, Miss F. H. Partee, Miss M. M. Reid, Mrs. B. C. Scales, Mrs. D. F. Steele, Mrs. O. J. Tate, Mrs. M. A. Williams.

Alexander Street School

(100 per cent)

Mrs. J. W. Hemphill, Mrs. H. B. Givens, Miss B. W. Tyson, Mrs. L. Y. Harris, Mrs. M. L. Brewington, Mrs. Sarah L. Wyche, Mrs. L. G. Harris, Mrs. B. W. Mulliens, Mrs. D. B. Stinson, Mrs. W. P. Hoffman, Miss A. E. Stevensonn, Mrs. R. E. Kennedy, Miss V. M. Gullick, Mrs. S. S. Kelly, Mrs. E. L. Kibler, Mrs. M. A. Smith.

Biddleville School

(100 per cent)

Mrs. S. P. Sasso, Miss Ernestine Anderson, Miss Lenora Byers, Mrs. Willie J. Clemmons, Mrs. Dorethea H. Dusenbury, Mrs. Dorethea M. Cornelius, Miss Mary Alyce Davidson, Mrs. Purry L. Grigsby, Miss Evelynne D. Hill, Miss Vinie O. Murray, Miss Sovella L. McCombs, Mrs. Corrie H. Reynaud, Mrs. Edna S. Robinson, Mrs. Ruth A. Southerland, Miss Ionia Shute, Mrs. Frances H. Wheeler.

Second Ward High School

(100 per cent)

Mr. J. E. Grigsby, Mrs. M. M. Adams, Mrs. A. W. Arrington, Miss Minnie Banner, Miss Gladys Brewer, Mrs. Rebecca Booker, Mr. Edward H. Brown, Miss Edith Byers, Miss Zelma Caldwell, Miss Francennia Carr, Mrs. Willia Carson, Mrs. Charlotte Denson, Mr. Kenneth Diamond, Mrs. Evelyn Grigsby, Miss Mattie Hall, Mr. Oswald Harris, Mrs. Louise Lamb, Mr. Louis Levi, Miss Dorothy Lytle, Mrs. Laura Malone, Mrs. Ruby Martin, Mr. William Moreland, Mrs. Pearl Phillips, Miss Geneva Plair, Mrs. Josie Thompson, Miss Eloise Usher, Miss Barbara Watson, Mr. Frederick Wiley.

Mecklenburg County Unit

(100 per cent)

Mr. P. P. McCorkle, Mrs. B. L. Bowser, Mr. J. H. Gunn, Mr. H. W. Hill, Mrs. G. H. Ginyard, Mrs. Ethel Wyche Martin, Miss L. Hedgepath, Mrs. C. P. Alexander, Mrs. Mary J. Smith, Miss Frankie H. Jackson, Miss Mamie Wallace, Miss L. M. Warren, Mrs. C. G. Burton, Mrs. Louise Haywood, Mrs. Fannie Ivey, Miss Mary Garner, Mrs. Wilma Williams, Mrs. Creola Moore, Mrs. Abiah Winston, Mr. E. S. Potts, Mrs. M. B. Gamble, Mrs. J. B. McCain, Miss Pearl Dinkins, Mrs. Willie Towns, Mrs. Novella Edwards, Mrs. Bessie Beatty, Miss Mary Neal, Revl J. H. Gamble, Miss Leland Bishop, Mrs. Essie Raye Stitt, Mr. Lorenzo E. Poe, Miss Bessie Baucom, Miss Josephine E. Brown, Mrs. Idelle R. Coles, Miss Katie L. Craig, Mrs. Lullie J. Gill, Miss Cary Jenkins, Miss Frances A. Stevenson, Rev. J. H. Ward, Mrs. Cora Diamond, Mrs. Samilla Twitty, Miss Rosetta Williams, Mr. I. T. Graham, Mrs. E. S. Johnson, Mrs. T. M. Colston, Mrs. Effie Beaver, Miss Zetta Sherrill, Miss E. E. Adams, Miss M. Willie Davidson, Miss Margaret Watson, Miss Eva Long, Miss Doris Baker, Rev. S. J. McLean, Mrs. Carrie Rabb, Miss Sallie Ledbetter, Mr. C. A. Graham, Mrs. Hazeline Jones, Mrs. Ruth A. Frazier, Mrs. S. G. Ward.

Mrs. Bessie K. Watkins, Mrs. M. P. Hill, Mrs. Eva Davidson, Mrs. Eliza Russell, Mrs. Maggie Moore, Mr. Joseph C. Belton, Mrs. Emily Clark, Mrs. Caldonia Davis, Miss Wilma Long, Mrs. Rubye J. Hunt, Mr. Thomas J. Anderson, Mrs. Beatrice Barnes, Miss Rosa McCollough, Mrs. Lucille R. Pierce, Mrs. Minnie G. Davis, Miss Thelma Ruth Summersette, Mrs. Doreather O. Wallace, Mrs. Marie Miller, Mrs. Eutrilla D. McCollough, Mrs. Grace Ford, Mrs. Fannie Hargrove, Mrs. Roberta W. Hannibal, Miss Carrie V. Clawson, Mrs. Corrie Chisholm, Mrs. Lillie Ferguson, Mr. Junius Diamond, Mrs. Ruth O. Ganawav, Mrs. Roseland North, Mr. G. E. McKeithen, Miss W. E. Powell, Mrs. V. K. Speller, Mrs. Joreather R. Isler, Mr. J. M. Murphy, Mrs. Helen McLure Hannon, Mrs. S. H. Collins, Mrs. E. C. Smith, Mrs. E. B. Brown, Mrs. Willie M. Perry Owens, Miss Annette Maxwell, Miss Wilhelmena Craine, Mrs. Dovie Lowe, Mrs. Aldriche Ross, Mrs. V. F. Rann, Mrs. L. O. Grier, Mrs. M. D. King, Mrs. Irene Stephens Hunt, Mrs. Nannie R. Corley, Miss R. J. Morris, Mrs. L. E. Phelps, Miss Laura Price, Dr. G. E. Davis.

MITCHELL COUNTY

Mitchell County Unit

Miss Bessie Lee Montgomery.

MOORE COUNTY

West Southern Pines High School

(100 per cent)

Mr. J. Warren Baldwin, Miss M. Z. Washington, Miss C. E. Steele, Mrs. A. B. Clark, Mrs. O. J. Saunders, Miss M. C. Hall, Mrs. DeShelton Miller, Miss M. L. Hasty, Mrs. A. C. Jones, Mrs. M. K. Hill, Mr. F. M. Lutz, Miss B. M. Pitts, Miss W. G. Hasty, Mrs. N. P. Wilson, Mr. J. T. Saunders, Miss A. B. Mallette.

Pinckney High School

(100 per cent)

Mr. R. Otis Taylor, Miss M. M. Kelly, Mrs. Dora G. Dowdy, Mrs. Ollie Harrington, Mr. H. L. Bryant, Mrs. Willa C. Bryant, Mrs. D. H. Blue, Miss B. L. Plummer, Miss N. M. Jackson, Mrs. M. W. Wynn, Mrs. J. R. Jones, Miss V. O. Fuller, Mrs. M. J. Johnson, Miss E. L. Barrett, Mrs. N. T. Turner, Mr. H. E. Sutton.

Shady Grove School

Miss Tarba Tillman.

Greenville School

Mr. G. T. Turner.

Academy Heights High School

(100 per cent)

Mr. S. C. Cureton, Mrs. L. O. Cureton, Mrs. Kate McLaurin, Mrs. Edna Taylor, Mrs. Louise Fox, Mrs. Jessie Harkett, Mrs. Samuel S. Boyd, Mrs. Maggie P. Brown, Miss Daisy Lea, Mr. C. W. Alexander, Mrs. Margaret Mangham.

Aberdeen District Schools

Berkley High School

(100 per cent)

Mr. J. H. Floyd, Miss L. McPhatter, Mrs. B. S. Thomas, Mrs. B. F. Barnes, Miss Cleo Clark, Miss C. McPhatter, Miss N. S. Samuel, Mrs. C. F. Floyd, Miss B. M. Watkins, Mrs. F. M. Lawson Tapp, Mrs. L. W. Barrett, Miss E. V. Pride, Miss R. E. Mayfield, Mrs. L. D. Harris, Mrs. L. E. Ferguson.

Vass Colored School

Miss O. J. Turner, Mrs. C. W. Faulk.

MONTGOMERY COUNTY

Mt. Gilead Negro School

(100 per cent)

Mr. Robert T. Hogman, Mr. Gatsey F. Bruton, Mr. Joseph Dockery, Miss Marion McLaughlin, Miss Lenora Green, Mrs. Grace J. Hoffman, Mrs. Alice B. Blue.

Peabody High School

(100 per cent)

Mr. E. D. Sinclair, Miss B. G. Dobbin, Mrs. Hattie Dobbin, Mrs. E. D. Sinclair, Miss Rosella Caldwell, Mrs. M. W. Anderson, Miss Lula Blue, Miss Ruth Hull, Miss Abbigail Barnhill, Mrs. J. Banner, Mr. S. T. Hawkins, Mr. L. R. Johnson.

NASH COUNTY

Nash County Unit

Nash County Training School

(100 per cent)

Mr. W. J. McLean, Miss E. M. McLaughlin, Mr. R. C. Gay, Mrs. E. T. Roberts, Miss A. C. Vaughan, Miss E. A. Holloman, Miss H. E. Bowman, Miss M. B. Moody, Mrs. E. A. Powell, Mr. R. E. Fitzgerald, Mrs. H. N. Williams, Mrs. O. G. Pretlow, Mrs. H. B. Ricks, Miss A. M. Spivey, Miss B. T. Smith, Miss A. O. Bryant, Miss E. V. Bryant, Mrs. T. C. Cherry, Miss E. M. Elliott, Miss A. B. Davis.

Spaulding High School

(100 per cent)

Mr. Robert M. Earl, Mr. Charles Brown, Mr. Melvin Bullock, Mrs. H. Y. Cheek, Mr. Thomas Crumby, Mrs. J. R. Davis, Miss Grace DeBerry, Mrs. R. M. Earl, Mrs. Annie H. Ellerbe, Mrs. Ethel B. Jones, Miss Sibyl Haile, Mrs. Mary H. Jones, Mrs. Louise Jenkins, Miss Elizabeth Malone, Mrs. Ruth W. Williams.

Smaller Schools Each 100%

Rocky Land School

Mrs. Helen G. S. Bullock, Miss Gertie J. Philips, Mrs. Katie B. Roberson, Miss Vivian Lucas.

Bailey School

Mr. G. S. Stokes, Mrs. Armittie Stokes, Miss G. L. Goodson.

Rawlins School

Mrs. Maude B. Hubbard, Mrs. Aileene W. Duncan, Mrs. Ruth E. McLaurin, Miss Christine O. Nelson.

Whitakers School

Mr. Robert J. Johnson, Mrs. Blanche C. Bostic, Mrs. Annie E. Singleton, Miss Christine B. Wells.

Convention School

Miss Rosa E. Arrington, Miss Eunice Jones, Mrs. Anna A. McLean.

Jeffreys School

Mr. W. D. Burgess, Mrs. Hildagrade C. Du Bose, Mrs. Lula W. Reeves, Mrs. Nellie P. Buie, Mrs. Carrie L. Spaulding.

Richardson School

Mrs. Mattie C. Gay.

Shiloh School

Mrs. Georgia B. Mason, Miss Jewell E. Outlaw, Miss Katie B. Bunn, Miss Carlesta Bryant.

Easonburg School

Mr. Benjamin C. Battle, Miss Amelia Hilliard, Mrs. Alice B. Dawson, Mrs. Ethel B. Hunter.

Cedar Grove School

Miss Kate Ethel Battle, Miss Catherine Perry, Miss Alberta Pettiford.

Ricks School

Mrs. Lucille W. Ricks, Miss Hilda Gregory.

Middlesex School

Mrs. Margaret A. Forte, Miss Margaret Smith, Miss M. Mildred Martin, Miss Annie Lee Jones.

Devereaux School

Miss Celia Pettiford, Miss Elizabeth Love.

Macklin School

Mr. Logan Penny, Mrs. Martha M. Braswell.

Sugar Hill School

Mrs. A. L. Alston, Miss Jennie Parker.

Avent School

Miss Lillian B. Leach, Miss Bettie O. Wiggins.

Hilliardston School

Mr. H. E. Williams, Mrs. Bettie B. Holmes.

Taybron School

Mrs. Mary E. Harrison, Mrs. Leatha L. Armstrong.

Robbins School

Mrs. Estelle H. Adams.

Battle School

Mrs. Carrie H. Franks, Mrs. Lucy H. Ruffin.

Mars Hill School

Mrs. Maggie A. Lucas.

County Group

Miss Josephine Harris, Mrs. Mabel B. Bailey, Mrs. Amanda C. Boddie, Miss Tenetta Gay, Miss Vivian U. Davis, Mrs. Carrie S. Howell, Miss Ruth Kornegay.

NEW HANOVER COUNTY

Williston Industrial School

(100 per cent)

Mr. F. J. Rogers, Miss K. C. Allen, Mrs. A. C. Burnett, Miss H. Billingslea, Mr. Charles Bryant, Miss A. M. Banks, Mr. C. M. Carter, Mrs. N. McDonald Cotton, Miss F. L. Finley, Mr. C. M. Haithman, Mrs. E. T. Harlee, Miss S. B. Hooper, Mrs. S. J. Howie, Mrs. E. G. Holmes, Mr. R. L. Jones, Mrs. H. E. Kelly, Mrs. A. C. King, Miss B B. Leonard, Mrs. A. W. Lofton, Miss J. B. McIver, Miss E. E. McNeill, Mrs. I. D. Mack, Mrs. S. A. Moultrie, Miss F. E. Payne, Mrs. M. C. Ready, Miss I. S. Richardson, Mrs. C. J. Robinson, Mr. F. P. Robinson, Miss R. A. Scott, Miss V. E. Slade, Mrs. M. A. Shaw, Mrs. K. B. Smith, Miss P. Spencer, Miss D. E. Telfair, Miss L. O. Toms, Mr. R. Wall, Mrs. M. S. Washington, Miss F. P. White, Mrs. L. S. Williams, Miss S. M. Wortham, Mrs. E. N. Williams.

New Hanover County Unit

(100 per cent)

Mrs. V. E. Boone, Miss Isabell Bernhill, Miss Lucille Newkirk, Mrs. Lucy Saunders, Mrs. Thelma Williams, Miss Katie R. Moore, Mr. William Blount, Mrs. Elsie H. Colvin, Miss Katie M. Davis, Mrs. Lucille M. Nelson, Mrs. Louise Moore, Mrs. Essie Miller, Mrs. Ruth Ferguson, Mrs. Lula Mack, Mrs. Chrystabelle Montague, Miss Felice Sadgwar, Mrs. Esther S. Hansley, Mrs. Adel Harris, Miss Lula Cobb, Mrs. Louise Pierce, Mrs. Annie Webber, Mrs. Fannie McCombs.

Williston Primary School

(100 per cent)

Mr. B. T. Washington, Mrs. A. J. Bailey, Mrs. J. B. Adkins, Mrs. D. B. Bryant, Miss K. S. Crawley, Mrs. M. F. Emanuel, Mrs. R. B. Fennell, Miss L. J. Green, Mrs. R. W. Hall, Miss M. B. Harris, Mrs. Eliza Johnson, Miss M. E. Johnson, Miss C. H. Lane, Miss A. L. Moore, Mrs. H. O. McDonald, Miss I. A. McIver, Miss Ada C. McKoy, Mrs. L. S. McKoy, Miss S. B. Nixon, Miss E. L. Sharpless, Miss S. A. Sullivan, Mrs. C. G. Trent, Miss M. M. Tucker, Miss L. G. Whiteman, Miss S. H. Willis, Mrs. S. W. Wright.

Peabody School

(100 per cent)

Mr. C. H. McDonald, Miss M. C. Brown, Miss H. E. Cannady, Mrs. A. A. DeVaughn, Mrs. K. L. Foreman, Mrs. M. B. Harris, Miss A. M. Gill, Mrs. N. M. Green, Miss E. G. Jervay, Miss E. J. Johnson, Mrs. Z. C. Lane, Miss E. F. Moore, Miss M. McGhee, Miss A. L. Ormond, Mrs. S. L. Perkins, Miss G. B. Pierce, Miss I. B. Randall, Mrs. M. J. Rogers, Mrs. L. H. Sharpless, Miss L. E. Sneed, Mrs. I. M. Sparrow, Mrs. E. B. Telfair, Mrs. A. C. Williams, Mrs. E. B. Wolst.

NORTHAMPTON COUNTY

(100 per cent)

Northampton County Training School

Rev. S. F. Daly, Miss Mae Letha Day, Mr. Lincoln J. Brown, Miss Ernestine Young, Miss Sarah B. Wright, Miss Della P. Herndon, Mrs. Hazel W. Rice, Miss Desserya Brewer, Miss Nannie B. Freeman.

W. S. Creecy High School

Mr. W. S. Creecy, Jr., Mr. S. M. Lennon, Miss Maggie M. Jones, Mrs. Viola T. Bishop, Miss Mary Frances Carr, Miss Mildred Simons, Mrs. Rosetta Magette Adams, Mrs. Earlyne J. Crudup Creecy, Mrs. Elizabeth S. Hardy, Miss Annie Elizabeth Jones, Mrs. Ruby Bishop Scott, Mrs. Susie M. Creecy, Miss Miley F. Welch, Mrs. Pocahontas Griffin, Mrs. Elessie Ann Roach, Mrs. Fannie Kee Magette.

Coates High School

Mr. J. N. Gill, Mrs. Nancy T. Bowens, Mr. James McManus, Mrs. Emily D. Devane, Mrs. Annie F. Calvert, Mrs. Eliza A. Young, Mrs. Nellie Ramsey Mrs. Mary J. Murphy.

Willis Hare High School

Mr. E. T. Artis, Mrs. Ella Williams Reid, Mrs. Marion Morris, Mr. Robert Moore, Mrs. Theola Moore, Miss Elizabeth Lassiter, Miss Eva M. Alston.

Woodland Elementary School

Mr. A. R. Bowe, Mrs. Mamie Tann Wright, Miss Viola Hoffler, Mrs. Ernest D. Maggette, Mrs. Bernice S. Ashe, Mrs. Emma B. Powell, Mrs. Geneva J. Bowe.

Northampton County Unit

Rev. E. B. Sugg, Mrs. Ollie Sugg, Miss Lucy D. Jones, Miss Minnie W. Boone, Mr. John Bulluck, Mrs. Maggie B. Powell, Mrs. Naomi Person, Mrs. Lorna W. Jackson, Mrs. Benah P. Deloatche, Mrs. Emma W. Johnson, Mrs. Blanche L. Edwards, Miss Codis O. Flythe, Miss Annie Mae Futrell, Mr. A. A. Judkins, Mrs. Margaret B. Judkins, Miss Kathlyn E. Lassiter, Miss Eunice C. Randolph, Mrs. Kate V. Brown, Miss Sara Cathernie Pierce, Miss Clara C. Wynn, Mrs. Helena B. Brown, Miss Ida R. Brown, Mrs. Maude C. Newby, Miss Lula Mae Harding, Mr. Whitted Williams, Mrs. Claudia L. Harding, Mr. Theodore Williams, Mrs. Roberta B. Williams, Miss Jessie N. Clark, Mrs. Cherry E. Clarke, Mrs. Mary L. Rice, Mrs. Dorothy M. Jenkins, Mrs. Lillian W. Lewis, Mrs. Hazel C. Squire, Mrs. Vivian B. Branch Mr. C. W. Young, Mrs. Annie M. Bell, Miss Louvenia Alston, Mrs. Geneva S. Jones, Miss Marjorie Roberts, Mr. S. G. Calvert, Miss Runella M. Harding, Mrs. Virginia Harding Bell, Mrs. Callie F. Johnson, Mrs. Sophia Faison, Mrs. Hester H. Jordan, Mrs. Amaza Magette, Mrs. Viola M. Faison, Miss Pauline Tann, Mrs. Gladys K. Vaughan, Mrs. Florida Perkins, Mrs. Eva L. Overton, Mrs. Catherine J. Futrell, Rev. Robert E. Brown, Mrs. Annie M. Harding, Mrs. Ethel Newsome, Mrs. Lula B. McManus, Mrs. Martha B. Barnes, Miss Claudia M. Stevenson, Miss Lelia Ivey, Mrs. Lessie P. Jordan, Mrs. Novella Branch, Miss Mary E. Ward, Miss Ruth A. Jordan, Mrs. Ruth E. Hare Jacobs, Mrs. Ethel H. Foriest, Mrs. Wealtha C. Riddick, Rev. W. L. Dilday, Mrs. Thelma Lewis Harris, Mrs. Claude D. Flythe, Mrs. Carolyn L. Manley, Mrs. Louise K. Boone, Mrs. Bettie Boone Jenkins, Miss Vashti E. Barclifte, Mrs. Devolia Gordan, Mrs. Ruth G. Boone, Mrs. Bertha L. Joyner, Mrs. Ada Tann, Mrs. Elnora Melton, Mrs. Annie W. Savage, Miss Joana Magette, Mrs. Essie L. Scott, Mr. Loney E. Harrell, Mrs. Lillian Harrell, Mrs. Leola Williams Morgan, Mrs. Bernadine Pitt McWilliams, Mr. L. J. Morris, Miss Annie M. Rich.

ONSLOW COUNTY

Georgetown High School

(100 per cent)

Mr. J. W. Broadhurst, Mrs. A. K. Broadhurst, Mr. C. W. Pickett, Mr. John A. Wynn, Jr., Mrs. Alice B. Kerr, Mrs. Frances M. Bell, Mrs. Marian T. Cox, Mrs. Alae R. Carmical, Mrs. Josephine Thompson, Miss Daisy L. Jones, Miss Mary E. Martin, Miss Mary L. Bostic, Miss Mary I. Johnson.

Richland School

Mr. J. W. Harrison, Miss Ethel V. Davis, Mrs. Hazel Robinson, Mrs. Daisy Dofford, Miss Lillian Blount, Miss Lettice Gallop.

Onslow County Unit

Miss Esther J. Murphy, Mrs. Helen M. Pollock.

ORANGE COUNTY

Orange County Training School

(100 per cent)

Mr. D. M. Jarnagin, Miss Thomasine Kirkland, Mrs. Rebecca M. Stanford, Mrs. Euzelle P. Smith, Mrs. Minnie D. Turner, Miss O. E. Waddell, Mrs. Georgia D. Lenton, Miss Carol C. Frierson, Miss Llana W. Lessane, Miss Geneva V. Rogers, Mrs. Evelyn S. Ragsdale, Mrs. Pearl S. Lampley, Miss Julia Caldwell, Mr. Melvin J. Scales, Mrs. M. Norma Snipes, Mr. B. F. Garrett, Mrs. Maudelle Ateca, Miss Ruth P. Pope.

Flat Rock School

Mrs. A. T. McDoo.

Fairfield School

Mrs. Annie M. Fuller, Miss Hassie V. Brooks.

PAMLICO COUNTY

Pamlico County Training School

(100 per cent)

Mr. Walter H. Pattillo, Miss Lenora Fisher, Miss Helen E. Kornegay, Miss Lula A. Dixon, Mrs. Dominion D. Wooten, Mrs. Addie G. Thornton, Miss Virginia B. Tillery, Mrs. Elizabeth S. Hill, Mrs. Reather J. Adams, Miss Rosetta J. Ellison, Miss Charlotte M. Lee, Mrs. Mayme D. Baker, Mrs. Ruth M. Pattillo, Miss Ruth G. Thompson, Mr. J. Allen Dixon.

PASQUOTANK COUNTY

Elizabeth City State Teachers College

Dr. H. L. Trigg, Mrs. Margaret E. Williams, Mrs. Edna C. Mitchell, Mrs. Irene L. Dickens, Mrs. Anna W. West, Mr. Taylor Jones, Miss C. L. Sharpe, Mr. S. D. Williams, Rev. J. T. Doles, Miss Lucille McLendon, Mr. J. Robert Frazier, Miss C. E. Boddie, Mr. Brooks Dickens, Miss A. V. Smith, Mr. M. B. Albright, Mr. A. P. Lester, Mrs. Bessie Morgan, Miss E. J. Lewis.

PERSON COUNTY

(100 per cent)

Person County Training School

Mr. T. C. Tillman, Mrs. Pearl E. Burton, Mrs. Joel O. Boyd, Mrs. Sarah B. Galbreath, Miss Luella E. Frazier, Mrs. Earl C. Herring, Mrs. Bertha S. Williams, Mrs. Beatrice H. Sprague, Mrs. Mary J. Owens, Mrs. Maggie J. Harris, Miss Annie L. Perry, Miss Ellen D. Hester, Mrs. Gladys C. Rivers, Mrs. Saloma J. Mials, Miss Pecolia B. Hester, Miss Wynelia R. Watkins, Mrs. Ruth J. Tillman, Mrs. Ruby T. Hester, Mr. I. B. Plair, Mrs. Mary J. Jackson, Mrs. Laura W. Johnson, Mrs. Hilda H. Fountain, Mrs. Alice B. Ford, Mr. A. W. Jones, Miss Mary F. Lawrence, Mrs. Cozy B. Jeffries.

Person County Unit

Mrs. Jettie Williams, Mrs. Pearl Nelson, Miss Ellen E. Lawrence, Miss Ometa Ramsey Jones, Miss Winnie D. Hatcher, Mr. R. L. Hairston, Miss Grace D. Brooks, Mr. George W. Thomas, Mrs. Alice Ragner, Miss Beatrice J. Clayton, Mrs. Hilma S. Jones, Miss Monnie H. Glass, Mr. Brisbane Umstead, Miss Annie L. Allen, Mrs. Augusta Hudson, Mrs. Lucy Mason, Miss Sadie M. R. Dunn, Mr. Thelreg Jeffers, Miss Ora Owens Jeffreys, Mrs. Gallie Brooks, Miss Luella Gilmore, Miss Clara P. Jones, Mrs. Cora M. Lytle, Miss Vivian Doris Burton, Miss A. Iris W. Baird, Miss Elma J. Hester, Mrs. Mabel E. Gerst, Miss Mattie E. Tuck, Mr. A. B. Whitlock, Mr. Clarence E. Lytle, Miss Ethel Loleta Tuck, Miss C. De Loris Foster, Miss Missouri A. Allen, Miss Ruth Maude Smith, Miss Mary Amis Thomas, Miss Wilma B. Brooks, Miss Lillian M. Woods, Miss Willie Roberts, Miss Wilma Clayton, Miss Sudie F. Villines, Miss Rosetta V. Thompson, Miss Lottie Villines, Mrs. Lillie Barnette, Mrs. Addie Graves, Mrs. Benie Cates, Mrs. Laura S. Jones.

PENDER COUNTY

C. F. Pope High School

(100 per cent)

Mr. Charles C. Smith, Miss Mattie L. Fikes, Miss C. L. Haynes, Mrs. J. Cocheyse B. Chavis, Miss Mable Ford, Mrs. Valdosia Williams, Mr. A. C. Woodhouse, Miss Cleester Coleman, Miss Rosalie McKay, Miss Ernestine Smith Barnes, Mrs. Cocheeys Smith Livas, Mrs. Lettie M. Marsh, Mrs. Mary T. Smith.

Pender County Training School

(100 per cent)

Mr. J. P. Daniel, Mrs. Bette Wiggins, Mrs. Clara Moore, Mrs. Mollie Holmes, Mrs. Lullie Billinsgley, Mrs. H. V. Gattison, Mrs. L. B. Daniel, Mrs. Venette W. Anderson, Mrs. Hattie R. Etheridge, Miss Bertha M. Martin, Miss A. S. Davis, Miss Mary Harvey, Miss Mignon Stalling, Miss Willie Hayes, Mr. J. Rudolph Moore, Mr. H. M. Bass, Mr. S. C. Anderson, Mr. C. P. Ringer, Mrs. Annie Roberts.

PERQUIMANS COUNTY

(100 per cent)

Perquimans County Training School

Mr. King A. Williams, Mrs. Willie Y. Williams, Mrs. Idonia E. Rogerson, Mrs. Lena C. Perry, Mrs. Penelope E. Bembry, Mrs. Mable W. Strowd, Miss Lula M. Tillett, Miss Emma T. Williams.

Hertford High School

Mr. W. J. Thompson, Mrs. Jennie S. Thompson, Mr. W. R. Privott, Mrs. Johnsie Privott, Mrs. Lillian E. Fox, Mrs. Irene B. Dail, Miss Minnie L. Felton, Mrs. Harriet L. Winslow, Mrs. E. S. Perry, Mrs. Alma N. Kingsbury.

Perquimans County Unit

Mr. W. E. Beaman, Mrs. Hazel O. Beaman, Mrs. Mary E. Newby, Mrs. Alberta H. Eason, Miss Addie Hoffler, Mrs. Cleon Z. Felton, Miss Mary E. Summer, Mrs. Clotee Thompson, Miss Nellie Holley, Miss Rosa Reid, Mr. Edna S. Zachary, Mrs. Annie Skinner, Mrs. Salome H. Brothers, Mrs. Geraldine Lowe, Mr. Dewy Newby, Mrs. Annie C. Modlin, Mrs. Rosa E. Newby, Mrs. Dixie Brothers, Mrs. Annie E. Simmons.

PITT COUNTY

Greenville City Schools

(100 per cent)

C. M. Eppes and Fleming Street Schools

(100 per cent)

Mr. W. H. Davenport, Miss S. Albriton, Mrs. M. B. Allen, Mrs. A. H. Armstring, Mrs. C. F. Artist, Mr. D. A. Barnhill, Miss D. M. Bell, Mrs. L. B. Brown, Mrs. C. V. Chase, Mrs. N. W. Cherry, Mrs. D. R. Daniels, Mrs. S. L. Davenport, Mrs. L. S. Foreman, Mrs. F. R. Futrelle, Miss L. L. Gray, Mr. J. W. Grimes, Mrs. F. P. Jackson, Mrs. E. W. Johnson, Miss R. E. Johnson, Miss D. A. Keyes, Mr. A. E. Murrell, Mrs. O. B. Myers, Miss E. L. McConnell, Miss C. M. McKnight, Miss E. P. Norris, Miss F. A. Phillips, Mrs. E. M. Richards, Miss S. I. Saulter, Mrs. L. S. Simmons, Miss M. B. Smith, Mrs. A. F. Spence, Mrs. B. C. Terry, Mrs. L. R. Taylor, Miss H. P. Tompson, Mrs. M. G. Tompson, Miss M. P. Turner, Mrs. L. B. White.

Pitt County Unit

Ayden Colored High School

(100 per cent)

Mr. John W. Ormond, Mrs. Mary B. Burney, Mrs. Edna W. Isley, Mrs. M. B. Murphy, Mrs. Maggie Woodard, Mrs. M. T. Burney, Mrs. Hattie Forbes, Miss Thomascina Duncan, Miss Annie Wilson, Mr. J. J. Brown.

Bethel Colored High School

(100 per cent)

Mr. J. Hubert Carraway, Mrs. M. T. Carraway, Mrs. C. A. Chance, Mrs. L. W. Coburn, Miss S. A. Carter, Mr. D. D. Burge, Miss J. V. Harris, Miss N. B. Hyman, Miss Mildred Jones, Mrs. E. S. Lloyd, Miss P. C. Nixon, Mrs. L. G. Scales, Mrs. P. C. Ward, Mrs. W. G. Williams.

Grimesland District

(100 per cent)

Mr. O. A. Dupree, Mrs. W. H. Warren, Mrs. E. B. Graves, Mrs. C. L. Simpson, Mrs. L. R. Wynn, Mrs O. A. Dupree, Miss C. N. Holton, Miss E. M. Councille, Miss V. M. Dudley, Mr. E. A. E. Elliott, Mr. W. H. Cherry, Mr. M. W. Roundtree, Miss S. B. Savage, Miss O. L. Harvey, Miss A. R. Ebron, Miss Emma O. Rasbury, Miss Marie B. League, Mrs. Hattie Thompson, Mrs. Irene B. Williams, Mrs. Martha Boyd, Rev. Lafayette Williams.

Winterville Colored High School

(100 per cent)

Mr. J. W. Maye, Mr. I. A. Artis, Mrs. Grace Jones Knight, Mrs. Beatrice C. Maye, Mrs. Dicey W. Ivey, Mrs. Pearl S. Gardner, Mrs. Christine P. Mills, Mrs. Martha F. Jones, Miss Evelyn L. Harris, Miss Mary A. Williams.

Farmville High and Elementary School

(100 per cent)

Mr. H. B. Sugg, Mr. J. L. Burge, Miss Ruth Matherson, Mrs. Madelene Blount, Mrs. Aurelia J. Sugg, Mrs. Celia Mosley, Mrs. Lucy Baker, Miss Sula Exum, Mrs. Mary M. Knight, Mrs. Bessie M. Chance, Mrs. Mildred Fox Artis, Miss Christine Henola Hagans, Mrs. Mattie Dupree, Miss Alice Roberta Smith, Miss Essie Wiggins, Miss Hazel Ligon, Miss Martha Nell Sutzer, Mrs. Jessie Mae Normile, Mr. Francis H. Mebane, Mr. Clarence E. Knight.

County Group

Mr. Clarence Bembry, Miss Viola Vines, Mrs. Mamie G. Garrett, Mrs. Mabel D. Wilson, Miss Mamie Carney, Miss Thelma Gray, Miss Rosaline Moore, Mrs. Pattie Grimes, Mrs. Lillian D. Artis, Miss Mary Dupree, Mrs. Cherry B. Brinkley, Miss Henrietta King, Mr. S. A. Bowe, Mrs. A. Jenkins, Mrs. S. A. Phillips, Mrs. M. S. Knox, Mrs. J. M.

Corey, Mrs. E. C. Anderson, Mr. C. M. Anderson, Miss G. A. Capehart, Miss V. M. McMurray, Mrs. C. S. Wilson, Mrs. Anna Mason, Mr. C. C. McGlone, Mrs. Elizabeth McGlone, Mrs. Eva Jones, Mrs. Sudie Page Staton, Mr. Mathew Lewis, Mrs. Lewis, Mrs. Lillian R. Perkins, Mrs. H. Carraway, Miss R. H. Wynne, Mrs. Rosa L. Andrews, Mrs. M. K. Strong, Mrs. A. B. Taft.

POLK COUNTY

Polk County Unit

Mrs. Lola M. Jackson, Mr. W. M. Massey, Mrs. Sadie B. McIntyre, Miss Inez Hoyle, Miss Mary Byrdelle King, Miss Evelyn Robbins, Mrs. Esther R. Wilkins, Mrs. Della H. Jackson, Mrs. L. R. Boulware, Mr. J. A. Tillman, Miss V. L. Candler, Mrs. H. H. Hannon, Miss G. E. McKissick, Mrs. L. E. Smith, Miss O. B. Wiggins.

RANDOLPH COUNTY

Randolph County Training School

(100 per cent)

Mr. C. A. Barrett, Mrs. L. P. Harris, Miss Rachel Duncan, Miss Venus Houston, Miss J. Louise Dillahunt, Mrs. Ruth P. Scales, Miss Rose A. Gaston, Mrs. Emily L. Allred, Miss B. Alline Cox, Mrs. Louise Hardy, Miss Elizabeth Perry.

Randolph County Unit

Mrs. Addie Tate, Mrs. Ethel G. Caveness, Mrs. Mary Johnson, Mrs. Lillie Davis, Miss Donnie Caveness, Mrs. E. R. McCoy, Miss Sara Smitherman, Mrs. Flossie Brewer, Mrs. H. H. Tiller, Mrs. Effie Kearns, Mr. John Caveness, Mr. E. E. Grant, Miss Mary Harrison, Mrs. L. M. Mayfield, Miss Adelaide Hedrick, Rev. McCleane, Miss Genieve Foushee.

RICHMOND COUNTY

Capital Highway High School

(100 per cent)

Mr. J. W. Mask, Jr., Mrs. Sadie R. Jenkins, Mrs. W. H. Collier, Mrs. A. T. Nelson, Mrs. Laura S. Robinson, Mrs. Vela D. McEachern, Mr. Roland D. Clark, Mrs. C. J. Lawson, Miss C. I. Fort, Mrs. F. P. Mask, Miss Blandena Davis, Mr. Timothy M. Johnson, Mr. T. J. Higgins, Mrs. J. C. Hillian, Miss Roberta G. McNeil, Miss Tero E. Martin, Mrs. S. J. Watts, Mrs. Mae F. Hailey Dougherty, Mrs. Edith Mask Breeden, Mrs. Hattie E. Jones Henderson, Mrs. I. H. Douglas, Mr. F. W. Douglas, Mrs. Bernice Lassiter, Mrs. Roy Mae McEachern, Mrs. Lelia Kelley Jones, Mrs. Alma C. McRae.

Morrison Training School

(100 per cent)

Mr. P. R. Brown, Miss Willie Small, Mrs. M. T. Crawford, Mr. A. C. Hines, Mr. Henry Ladd, Mrs. Josephine S. Brown, Miss M. M. McQueen, Mrs. P. A. Balsley, Mr. P. R. Brown, Miss L. Williams, Mr. L. V. Balsley, Mrs. M. T. Riley, Mrs. R. J. Pitts, Mr. J. C. Felder, Miss M. L. Patterson.

Hoffman School

(100 per cent)

Mr. A. W. Perkins, Miss T. V. Parker, Miss E. D. Wall, Mrs. Elizabeth J. Perkins, Miss Maymie J. Blue, Miss Theola Bethea, Miss Lillian A. Bryd.

Ellerbe Colored High School

Mr. S. B. T. Easterling, Miss A. A. Moore, Miss N. L. Kelly, Miss D. E. Upperman, Miss M. Stewart, Miss D. P. Clarke, Mr. R. E. McIntyre, Mr. J. E. Forte, Miss R. M. Ricks.

Rockingham Colored High School

(100 per cent)

Mr. John M. Hodge, Mrs. Lattis G. Carter, Miss Lela B. Gordon, Mrs. Jennie W. Hager, Miss Willie M. Hines, Mrs. Cora M. Hodge, Miss Pauline E. Jackson, Mr. James O. Johnson, Miss Margaret M. Leake, Miss Feola Martin, Miss Lillie M. Matthews, Miss Ruth M. Perry, Mrs. Lillie M. Ricks, Mr. James F. Sawyer, Mrs. Florazell S. Teele, Miss Virginia E. Wall, Mr. James C. Watkins, Mrs. Johnsie W. Watkins, Mrs. Audrey S. Williams, Mrs. Ella E. Williams, Miss Pearl L. Worthma, Mr. Charles H. Stevenson, Mrs. Carrie C. Sawyer, Mrs. Mary S. Spencer, Mrs. Amanda S. Pemberton..

ROBESON COUNTY

Robeson County Unit

Robeson County Training School

(100 per cent)

Mr. R. B. Dean, Mr. J. W. McKoy, Mr. R. J. DeVone, Mr. L. E. Cottingham, Miss Elsie B. Hairston, Mrs. Edna M. Williams, Mrs. Fannie R. Graham, Miss Laura B. McLean, Miss Loleria T. Martin, Miss Lula M. McMillan, Miss Mildred L. Leake, Miss Eva C. Holloway, Miss Lucy M. Hayes, Miss Edith M. Spivey, Miss Mildred C. Wall, Miss C. L. McKoy, Mrs. Kazee McRae, Mrs. Aginora Kendall, Mrs. Josephine Campbell, Mrs. Lubertha Thompson, Mrs. Mary M. Wallace, Mrs. Cora N. Johnson, Miss Ruby M. Anderson, Mr. Edward F. Rayford.

Red Springs High School

(100 per cent)

Mr. J. T. Peterson, Mrs. K. M. Peterson, Mrs. M. V. Leake, Miss G. E. Lomax, Miss S. S. Laskley, Miss E. E. DeVane, Miss E. L. Hannah, Miss A. O. Gwynn, Miss M. L. Adams, Miss M. L. Gallmon, Mrs. P. V. Graham, Miss L. O. McRae, Mrs. E. C. H. McNeill, Mr. S. C. McKorkle.

Redstone Academy

(100 per cent)

Mr. J. H. Hayswood, Mrs. N. L. Beckwith, Mrs. A. M. Bryan, Miss R. M. Kornegay, Mrs. A. B. Lewis, Mrs. M. B. McLeod, Mr. W. M. McNeill, Miss C. M. Smith, Miss E. B. Swindell, Mrs. M. B. Williams.

Southside School

Mr. William J. Cochran, Miss Willie B. Plair, Miss Doris O. Robinson, Miss Jessie M. Cooper, Miss Maude Downing, Mrs. Eleanor G. McQueen, Miss Rosa A. Pettice, Mrs. Octavia S. Merritt, Mrs. Seavy B. Medford, Miss Mary O. Cunningham, Mrs. Emma R. Waddell, Mr. E. C. Moore.

Gaddysville School

Miss Mary B. McDougal, Mrs. Sallie McIntyre, Mr. Wilson Jones.

Mount Pleasant School

Miss Mary Benton, Mrs. Cora Lee McNeill.

Rosenwald School

(100 per cent)

Mr. L. E. Spencer, Mrs. A. G. Spencer, Mrs. E. P. Peace, Mrs. N. B. McKay, Miss M. B. Covington, Mrs. H. M. Alston, Mrs. M. K. Pope, Mrs. M. B. Hagins, Mrs. B. H. McGee, Mrs. M. A. Houston, Mrs. C. H. Pittman, Mrs. L. D. Whitehead, Mrs E. A. Ford, Mrs. M. D. Grady, Miss N. J. Levister, Mrs. J. P. Cochrane, Mr. H. J. Hayes.

Thompson Institute

(100 per cent)

Mr. George H. Young, Mrs. Katie B. Anderson, Miss Maggie B. McLean, Mrs. Carletta M. Spearman, Mrs. Inez McNeill, Mrs. Octavia Eton, Mrs. Margaret Spriggs, Miss Minnie McRae, Miss Pazana Hill.

Marietta School

Mr. W. R. Parker, Mr. J. H. McCallum, Miss C. B. Bethea, Miss D. L. Bethea, Miss B. G. McCallum, Mrs. W. Powell McCallum.

County Group

Mrs. Charity M. Smith, Mrs. Marie Wilkerson, Mr. D. L. Little, Mrs. Georgiana Little, Mrs. Sylvia Whiters, Miss Naomi Floyd, Mrs. Blanche Houston, Mrs. Eva B. Williams, Mr. H. E. Williams, Miss Harlee Harrell, Mrs. Bertha Thompson, Miss Ila Gavin, Miss Gaynor McLean, Mr. J. O. Scipio, Mrs. Fleming Scipio, Mrs. Bess C. McNair, Mr. Washington Hawkins, Mrs. Esther V. Hawkins, Mrs. Maggie Gardner, Mrs. Eula Isley, Mrs. Lula Caldwell, Mrs. Katie Brotherton, Mrs. Dora Gavin, Miss Ida E. Jones, Mr. T. H. Holt, Mrs. Lourena L. Simpson, Mrs. Frances S. Selby, Mrs. Ethel T. Hayswood, Mr. S. B. Peace, Miss Dorothy M. Washington, Miss Emaretta Thomas, Miss Mattie M. Wallace, Mrs. Dorothy M. Lane, Mrs. Lessie M. Holt, Miss Pearl LaJune Moore, Miss Arnetha W. Thompson, Miss Queenie Evans, Mr. E. S. Quick, Mrs. Alzada B. Ivey, Mr. G. H. Murphy, Mrs. Mamie McKellar, Mr. F. D. King, Mrs. Rosa M. White, Mrs. Theressa Thompson, Mr. James D. Thompson, Mr. William Ware, Mrs. Essie Ware, Miss Esther Ray, Mr. R. D. Cunningham, Mrs. Ethel Cunningham, Mrs. Katie M. Smith, Mrs. Zilphia Waugh.

ROCKINGHAM COUNTY

Douglass High School

(100 per cent)

Mr. L. E. Davis, Miss R. P. Beatty, Mrs. O. R. Simpson, Mrs. T. M. Burwell, Mrs. L. E. Davis, Mr. Herbert L. Lassiter, Miss Mozelle E. Roberts, Mrs. Jerelene Schuler, Mrs. Catherine Williams, Mrs. N. B. Woods, Mrs. Consuelo Wilson, Mr. John D. Chalmers, Miss Adele Pickard, Miss Lillian Ward, Miss Effie M. Johnson, Mrs. R. N. Fisher, Mrs. Lottie Whittsett, Mr. William F. Jordan, Mr. Clyde Fowlkes, Miss Sara B. Williamson, Mrs. Anita M. Hairston.

Reidsville Schools

Washington High School

(100 per cent)

Mr. S. E. Duncan, Miss Mildred G. Gunn, Miss O. Mae Mills, Mrs. C. F. Williams, Miss Louise Koger, Mr. A. N. McCoy, Mr. C. C. Griffin, Mr. H. K. Griggs, Mr. H. G. Faucette, Mr. Geo. McLean, Mrs. Mary Thrift Coleman, Miss Ella Maude Miller, Mr. D. S. Kelly, Miss Willie Fontaine, Miss Celeste Fearrington, Miss Daisy Davis, Miss Vella Lassiter, Mrs. Anne Johnson, Miss Vivian Harris, Mrs. E. M. Rogers, Mrs. M. M. Stewart.

Branch Street School

(100 per cent)

Mrs. L. B. Powell, Miss Olive A. Bobo, Mrs. Ernestine McCoy, Mrs. G. B. McRae, Miss Thelma Koger, Mrs. Mabel K. Watkins, Mrs. W. W. Core, Miss S. A. Dillard, Mrs. S. P. Ware, Mrs. Bertha C. Totton, Miss Sadie Wilkerson.

At Large

Miss Marguerite A. Watkins.

ROWAN COUNTY

Livingstone College

Dr. W. J. Trent, Miss Lueretta Austin, Dr. J. V. Catledge, Mr. Elmore E. Dennis, Mrs. Anne S. Drew, Mr. F. D. Drew, Miss Julia B. Duncan, Mr. W. H. Edwards, Mrs. Hattie N. Flack, Mr. U. S. Fowler, Mr. S. L. Hopkins, Miss Charlotte M. Hunter, Mr. K. A. Johnson, Mrs. Lorraine J. Johnson, Mrs. Gladys R. Kellogg, Miss Sophia P. Nelson, Mrs. Sarah C. Peterson, Miss Margaret R. Porter, Mr. J. H. Satterwhite, Mrs. Josephine P. Sherrill, Mrs. Olive M. Sawyer, Mrs. Eloise M. Simpson, Mrs. Myra M. Thomas, Mr. W. Q. Welch, Mr. C. W. Wright, Mrs. Hazel W. Wright, Miss Ethelynn Williams, Mr. I. H. Miller.

Dunbar High School

(100 per cent)

Mr. R. E. Dalton, Mrs. Geneva G. Miller, Mrs. Lena B. Duncan, Mrs. Hazel C. Steward, Mrs. Sadie Fair, Miss Inez Correll, Mrs. Pauline B. Wright, Mrs. May Troy Ezell, Miss Juanita Staton, Mr. John Nicholson, Mrs. Z. R. Drain, Mrs. M. A. Dalton, Miss Louise Yourse, Mr. Arthur Baylass Buford, Mr. Richard F. McMullen, Miss Iris C. Jeffries.

Rowan County Unit

Mrs. Rose D. Aggrey, Mrs. Annie B. Wilson, Mrs. Myrtle J. Gibson, Miss Naomi Shuford, Miss Rosebud Aggrey, Mrs. Genva Oglesby, Mrs. S. B. Robertson, Mrs. Alma Ross, Mrs. Bessie Craige, Mrs. Max Gibson, Mrs. Pauline Morton, Mrs. Addie Carson, Mrs. Mary Ramseur, Mrs. Maidie Gibson, Miss Anna Clark, Miss Hazel Mock, Miss William Watson, Miss Christine Morgan, Miss Mabel Payden, Miss Flora Flack, Miss Odessa Carr, Miss Lillian Simpson, Miss Mary Biggers, Miss Isaiah McClain, Mrs. Creola Goodman, Mrs. Beatrice Stevenson, Mrs. Corinne F. Tutt, Mrs. Beatrice C. Powe, Miss Willie E. Hairston, Miss Eldora Houston, Mrs. Maggie Knox Phifer, Mrs. Winifred Poe, Mrs. W. H. Bryant, Miss Ollie Lee Carr, Mrs. Irene Ellis, Mr. P. B. Brown, Mrs. Edmonia Hall, Mrs. Constance Little, Mrs. Kathleen Randall, Mrs. Lillian Wilson, Mrs. Curtesteen Lewis, Mr. Samuel E. Biggers, Mr. William Wade, Miss Cora K. White, Mrs. Makepeace Long, Miss Lois H. Partee, Miss Beatrice Anderson, Miss Irma K. Williams, Miss Irene V. Graham, Miss Josephine Barrier, Miss L. Alice Ellis, Miss Gertrude McCoy.

RUTHERFORD COUNTY

Grahamtown High School

(100 per cent)

Mr. J. O. Gibbs, Mrs. M. D. Gibbs, Miss Dorothy Lipscombe, Miss Christiana Smith, Miss Myrtle Johnson, Miss Hazel Houston, Miss Mary Fisher, Miss Lucile Carson, Mrs. Eula Belle Robinson, Mr. I. L. Pruitt, Mrs. Henrietta Twitty.

New Hope School

(100 per cent)

Mr. C. A. McDougle, Mrs. H. C. Walker, Miss M. E. Joyner, Mrs. L. R. McDougle, Mrs. A. R. Wellmon, Miss H. A. Fleming, Mrs. M. T. Carpenter, Miss V. L. Smith, Mrs. A. K. Thornton, Miss M. E. Donaldson, Mr. V. C. Ramseur, Mrs. M. M. Pettiford, Mrs. S. L. Lamb.

Rutherford County Unit

Miss Emma L. Miller, Rev. D. A. Costner, Mrs. Mary S. Gardner, Mr. T. H. Pass, Miss Lottie L. Daniels, Miss Ruth Lynch, Miss Helen Howell, Miss Ruth E. Banner, Mrs. Jannie Walker Davis, Mrs. Fannie W. Carnegie, Mrs. Blanche A. Curry, Miss Sarah Durant, Mrs. Fannie W. Baxter, Mrs. Ruth D. Twitty.

SAMPSON COUNTY

(100 per cent)

Sampson County Training School

Mr. D. A. Thomas, Mrs. Daisy B. Rich, Miss Fannie Strickland, Mrs. E. H. Sampson, Miss L. B. Summerville, Mrs. Mable Faison Carter, Mrs. Mary G. Carter, Mrs. P. Stevens White, Miss Rosa B. Williams, Mrs. J. F. Jones, Mrs. W. B. Lee, Mrs. Ada E. Davis, Miss Reva Matthews, Mrs. Eda E. Griswold, Miss C. C. Little, Miss C. O. Bynum, Miss G. E. Maye, Miss Shirley Rich, Miss Mary E. Woods, Mrs. S. M. Shepard, Mr. J. Branch, Mr. N. S. Hinton, Mr. J. O. Daniels, Mrs. B. J. Thomas.

Sampson County Unit

Miss Mabel P. Powell, Miss Margaret S. Butler, Miss Eliza Ray, Mrs. Lucille C. Cromartie, Miss Minnie Ruth Thompson, Mrs. Effie B. Wright, Miss Annie Blanche Carr, Rev. Charles E. Perry, Mr. Roland Lewis Allison, Miss Maggie Louise McKoy, Mrs. Lena J. Manning, Mrs. Mary B. Anders, Miss Minnie Lee Sampson, Miss Eva Thelma Dillard, Miss Beatrice Carroll, Mrs. Emma Perry, Mrs. Clara Bell Torry, Miss Margaret B. Fisher, Miss Terressa L. Pridge, Miss Fannie W. Sampson, Mr. Woodrow W. Carr, Mrs. Blonnie B. Carr, Mrs. Mary E. Berry, Rev. J. M. Holmes, Miss Martha A. Kelly, Mrs. Mavis B. Harris, Mrs. Rosa B. Webb, Miss Hennie G. Sumerville, Mr. John I. Kornegay, Miss Wilma McKoy, Mrs. Pauline M. Sloice, Mrs. Arletha B. Graham, Mrs. Mae B. Melvin, Miss Ruth Cole, Mr. Albert Frank Melvin, Miss Thelma Agnes Boone, Mrs. Laddie B. Melvin, Rev. P. M. Lee, Miss Minnie Cathryn Faison, Miss Lula R. Lee, Mrs. Annie C. Sampson, Mrs. Katie B. Jones, Mrs. Mary B. Davis, Mrs. Ernestine M. Lucas, Miss Blonnie C. Sampson, Mrs. Bettie T. Tatum, Mrs. Daisy P. Henry, Miss Lillie F. Troublefield, Mr. David Robinson, Mrs. Lillian Graham Wells, Mrs. Rebecca Walton, Mrs. Helen C. Stewart, Miss Maggie Bell Barnes, Mrs. Allie S. Mathis, Mrs. Eva S. Williams, Mrs. Maggie M. Allison, Mrs. Estelle B. Mitchell, Mrs. Gertha C. Murphy, Mrs. Naomi H. Price, Mrs. Daisy B. Adkins, Mrs. Mattie J. Cobb, Miss Eva Mae Morrisey, Mrs. Hazel H. Howard, Mrs. H. Caldwell, Miss Sarah A. Smith, Mrs. Esther Allen Smith, Mrs. Anna F. Herring Bryant, Mrs. Elva M. Cubreth, Mrs. Lillie B. Merritt, Miss Vinella Ashford, Mrs. Rosa W. Cooper, Miss Macyrene Peterson, Mrs. Juanita Hill, Mrs. Lila C. Powell, Mrs. Sadie H. Merritt, Mrs. Isabelle Peterson, Mr. Willie M. McLean, Mrs. Estelle W. Boykin, Mrs. Betsy P. McLean, Mrs. Leroy Louis Smith, Miss Margaret V. Henderson, Miss Mae George Fennell, Miss Mildred P. Beamon, Mrs. Lula S. Tilford, Mrs. Annie Boykin Fleming, Mrs. Hattie B. Matthews, Mr. Cato C. DeVane, Miss Cornelia E. Fennell, Miss Mary Josie Clinton, Mr. Francis E. Wright, Miss Jerusha Butler, Miss Fannie C. Davis, Mrs. Mary A. Fennell, Miss Eva Mae DeVane, Miss Maggie Hollingsworth, Mr. W. K. DeVane, Miss Janie Mae Boykin, Mrs. Mamie McL. Faison, Miss Nancy Boykin, Miss Mildred M. DeVane.

SCOTLAND COUNTY

Laurinburg Institute

(100 per cent)

Mr. I. Ellis Johnson, Miss M. C. Bell, Mrs. M. H. Moore, Miss L. Williams, Mrs. E. R. Ziegler, Mrs. H. E. Hines, Miss E. Troy, Mrs. Z. L. Malloy, Miss O. Highe, Mrs. O. S. Smith, Mr. P. Hall, Mrs. M. J. Bethea, Mrs. Z. L. Bryant, Mrs. I. T. Smith, Mrs. M. Butler, Mr. I. H. Smith, Mr. J. C. Champion, Jr., Mr. W. E. Daniels, Mrs. A. M. Oxley, Miss L. D. Pearsall, Mrs. T. C. White, Mrs. I. Melton, Mr. S. G. Littlejohn, Mrs. W. S. Sanders, Mrs. S. McBee, Mrs. J. J. McDuffie, Mrs. T. D. P. Ervin, Mrs. E. J. Pugh, Mr. F. H. McDuffie, Mrs. S. S. McDuffie, Miss V McDuffie.

Gibson Colored School

Mr. L. L. King, Miss H. L. King, Miss Myrtle Ivey, Mr. R. C. McDowell, Mrs. A. E. Page, Miss I. J. Price.

STANLY COUNTY

Kingsville High School

(100 per cent)

Mr. E. E. Waddell, Miss H. C. Perry, Mrs. G. C. Rush, Miss Louise J. Falls, Mrs. Vivian Foard Christian, Miss Rosa A. Toatley, Mrs. A. F. Brooks, Mrs. A. B. Williams, Mr. G. L. Hines.

Badin Colored School

(100 per cent)

Mr. J. Worthington Campbell, Mrs. A. T. Campbell, Mrs. B. L. Hines, Miss E. M. Hannon, Mrs. G. E. Wall, Mrs. M. L. Jeffries, Mrs. F. C. Waddell, Mrs. V. P. Barringer, Mrs. E. T. McNell, Mrs. A. H. Taylor, Miss E. J. Burnes, Mrs. L. W. Donaldson.

SURRY COUNTY

J. J. Jones High School

(100 per cent)

Mr. L. H. Jones, Mrs. P. M. Cunningham, Miss W. E. DeLaine, Mrs. E. G. Edwards, Miss J. I. Johnson, Miss L. S. Johnson, Mrs. E. S. Jones, Miss G. I. Jones, Mr. L. H. Jones, Miss F. M. Oakley.

Sandy Level School

Mrs. Janie S. Thomas, Mr. Robert Caesar.

TRANSYLVANIA COUNTY

Rosenwald School

Mr. J. P. Sartor, Mrs. J. H. Johnstone, Mrs. E. K. Mills, Mrs. S. F. Bailey, Miss Gertie M. Hemphill.

TYRRELL COUNTY

(100 per cent)

Tyrrell County Unit

Miss Odessa Holley, Mr. S. P. Dean, Mr. G. K. McKeathen, Mrs. Helen Rowsom, Mrs. Blanche Grizwell, Mrs. Elnora McKeathen, Mrs. Stella Bryant, Mrs. Vernon Bryant, Mrs. Viola Coston, Mrs. Beatrice Winslow, Miss Jannie Felton, Miss Blanch Simpson, Miss Maria Bryant, Miss Lillia Jones, Miss Jessie Spruill, Miss Myrtle Linerman, Miss Pinkie Sykes, Miss Julia Blount, Mrs. Floretta Blount, Mr. Foster Blount.

UNION COUNTY

Union County Unit

Mrs. Mildred Chambers, Mrs. Parthenia Horne, Mr. Cromwell F. Chambers, Mrs. Pearl Chambers, Mrs. Blanche J. Blount, Mrs. Eunice Lomax, Mrs. Lutelle L. Asbury, Mrs. Emma H. Crawford, Miss Helen Massey, Miss Conavies Perry, Mrs. Mary W. Chambers, Mrs. Helen Moser, Mrs. Annie Belle Perry, Mr. Edward Belton, Mrs. Jeretha H. Little, Miss Edna Maske, Mrs. Bennie Morrison, Mrs. Carrie M. Blount, Mrs. Margaret Whitner, Mr. D. A. Oglesby, Miss W. M. Graves, Mrs. G. D. Baucum, Miss F. W. Belton, Miss E. D. Maske, Mrs. G. J. Knight, Mrs. G. C. Perry, Mrs. E. N. Turner, Mrs. C. E. Little, Mr. Lee A. Baker, Miss Helen Chambers, Mrs. Emma R. McManus, Mrs. Bessie M. Paige, Miss Melvina Blount, Miss Odessa Blount, Mrs. Desma C. Mann, Rev. S. L. Fulwood, Mrs. S. L. Fulwood, Mrs. C. B. De Veaux, Mrs. A. B. Rogers, Mrs. H. N. Perry, Mrs. C. B. Brown, Miss J. R. Mobley, Mr. J. W. Brown, Mr. R. F. Bolden.

Winchester Avenue High School

(100 per cent)

Miss P. M. Chamber, Mrs. L. C. Creft, Mrs. A. L. Forrest, Miss V. M. Perkins, Mrs. Missouri B. Wilson, Miss A. A. Chresfield, Mrs. E. Carter Smith, Mrs. L. L. Lawson, Mrs. P. C. Barbour, Miss A. H. Williams, Mrs. E. M. Alston, Miss H. N. Dawson, Mr. J. W. Graham, Mrs. D. E. Simmons, Mrs. B. E. Smith, Miss Mary Coles Shaw.

VANCE COUNTY

(100 per cent)

Henderson City Schools

(100 per cent)

Henderson Institute

(100 per cent)

Mr. O. T. Robinson, Mr. W. H. Lewis, Mr. M. Sanders, Miss A. P. Wilder, Mrs. T. H. Glenn, Miss Daisy Bacote, Miss C. E. Eaton, Mr. J. H. McDougal, Mrs. O. H. Davis, Mrs. F. A. Robinson, Mrs. Julia Freeman, Mrs. M. J. Bryant, Mrs. M. S. Bulluck, Miss L. B. Taylor.

Central Colored Graded School

(100 per cent)

Mr. E. D. Johnson, Mrs. G. L. Ward, Mrs. M. L. Poole, Mrs. I. S. Hawkins, Miss Pearline Brame, Miss S. P. Eaton, Miss Estelle Nichols, Mrs. Jamesena G. Smith, Mrs. M. J. Hight, Mrs. M. S. Williamson, Miss J. J. Young, Miss V. O. Steele, Mrs. Ruth H. Hughes, Mrs. L. G. Jordan, Mrs. A. R. Bullock, Mrs. J. W. Yarborough, Mrs. M. L. Harris, Mrs. Mary A. Eaton, Mrs. L. M. Parham, Mrs M. I. H. Stamper, Miss M. E. Burt, Mrs. L. B. Yancey, Miss Juanita Graves, Mrs. T. S. Eaton.

Vance County Unit

(100 per cent)

Dabney School

Mr. A. A. Lane, Mrs. Otelia J. Smith, Mrs. Elnora B. Brown, Mrs. S. F. Lewis, Mrs. Ethel L. Adams.

Townsville School

Mr. W. E. Williams, Mrs. Elizabeth B. Bullock, Miss Mary E. Evans, Mrs. Merlyn W. Jones, Mrs. Elizabeth H. Bullock, Mrs. Claudia H. Brandon.

Woodsworth School

Mrs. Virginia H. Green.

Williamsboro School

Mr. P. H. Lewis, Miss Mabel S. Wyche, Mrs. Ethel H. Clements, Miss Annie E. Garnes, Miss Elizabeth Steele, Miss Esther M. Bullock.

Nutbush No. 1 School

Mr. L. M. Hatton, Miss Alice Green, Mrs. Ernestine Young, Miss Annie M. Henderson, Mrs. Lucy J. Perry, Mrs. Nell W. Barnes.

Nutbush No. 2 School

Mr. R. D. Bullock, Jr., Mrs. Mildred H. Bullock.

Middleburg School

Mrs. A. M. Rivers, Mrs. Mary V. Bullock, Mrs. Annie G. Wyche, Miss Mabel Pailin.

Brookston School

Mrs. Mary E. Brown, Miss Anirl Lewis.

Cephas Springs School

Rev. C. H. Williamson, Mrs. M. T. Turner, Mrs. Flossie K. Amos.

Amos School

Mr. J. R. Barnes, Mrs. Alma H. Glenn, Mrs. Cassie A. Wright, Mrs. Gladys C. Massenburg, Miss Queen E. Davis.

Kittrell Graded School

Rev. W. B. Westbrook, Mrs. Henrietta Hatton, Miss Mamie L. Mills, Miss Louise McCargo, Mrs. W. B. Westbrook, Miss Lucy C. Thorpe.

Greystone School

Miss Lucy A. Eaton, Miss Mary R. Brame, Mrs. Katye C. Smart.

Nutbush Branch School

Miss Maggie C. Tucker, Mrs. Elizabeth Parham.

Sandy Grove School

Mrs. Carrie H. Sewell, Miss Jennie V. Green.

At Large

Miss Geneva Barber.

Kittrell College

Dr. E. F. G. Dent, Dean L. H. Middleton, Prof. E. D. Cecil.

WAKE COUNTY

St. Augustine's College

Mr. Pearl H. McClenney, Miss Hazel V. Clarke, Mr. R. L. Lynch, Mr. C. D. Halliburton, Mr. D. C. Virgo, Miss Nina Anthony, Mrs. M. M. Latham, Mrs. Julia Delany.

Shaw University

Dr. Robert P. Daniels, Dr. Nelson H. Harris, Mrs. Velmon Virgo, Mrs. Marcella Ford, Mrs. Brenda Y. Jervay, Miss Mildred N. Jordan, Dr. Miles Mark Fisher, Rev. G. E. Cheek, Mr. H. C. Perrin, Dean Foster P. Payne, Mr. J. E. Lytle, Jr., Rev. W. R. Strassner, Mrs. Martha B. Jones, Mrs. Maude W. Winston, Miss Eva L. Frazer, Miss Carrie L. Harrison, Mr. George J. Davis.

Raleigh City Schools

(100 per cent)

Washington High and Elementary School

Mr. M. W. Atkins, Mrs. J. Moore Clanton, Mrs. Ethel L. Clark, Miss Etta E. Duren, Mrs. Minetta B. Eaton, Miss Melzie E. Elliott, Miss Ida M. Evans, Mrs. Gertrude Harris, Miss Jeanette Hicks, Mr. M. C. Hill, Mrs. R. Bryant Hill, Mr. Henry T. Johnson, Mrs. E. Morgan Kelly, Mr. John C. Levingston, Mr. J. L. Levister, Miss Maye E. Ligon, Mrs. Louise F. Perrin, Mr. Susie V. Perry, Mr. W. W. Smith, Mr. R. Herndon Toole, Mr. Peter H. Williams, Miss Effie M. Yeargin, Mrs. Alberta M. Levingston, Mr. John Brown, Jr., Miss Margaret Bugg, Mrs. Geneva P. Brown, Mrs. Ruth B. Cathcart, Miss Helen B. Davis, Mrs. Lucy P. Eaton, Mrs. Nan W. Fuller, Mrs. Martha H. Jackson, Mrs. Mildred T. James, Miss Pattie M. Love, Mrs. Faye P. Maye, Miss Louise Morgan, Miss Nannie H. Morgan, Mrs. Anna P. O'Kelly, Mrs. Carrie M. Prather, Mrs. Gwendolyn Y. Reid, Miss Fannie J. Sims, Mrs. Kathleen L. Thomas, Mrs. Eva P. Wiley, Mrs. Margarette L. Whitaker, Miss Louise Redd Williams.

Lucille Hunter School

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Crosby-Garfield School

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Hunt, Mrs. G. S. Watts, Mrs. G. K. Greene, Mrs. M. A. Flagg, Mrs. M. R. Roberts, Mrs. M. E. Akins, Mrs. A. T. Williams, Mrs. E. O. Shelton, Mrs. M. A. Culler, Miss G. H. Hayes, Mrs. B. C. Pettiford, Miss M. T. Brooks, Mr. L. D. Haywood, Miss M. E. Elliott, Mrs. S. P. Herndon, Miss E. L. Cooper, Mrs. N. Evans Lockhart.

Oberlin School

Miss Margaret Harris, Miss A. B. Rhone, Mrs. Lucille Campbell, Mrs. Margaret Haywood, Miss Kathryn Young, Mrs. Mattie Kelly.

James E. Shepard School

(100 per cent)

Mr. G. L. Crews, Mrs. I. J. Vinson, Mrs. F. B. Taylor, Mrs. V. M. Blount, Miss R. E. Moore, Mrs. R. H. Malone, Mrs. C. E. Quick, Mrs. E. E. Lewis, Miss L. A. Watson, Mrs. M. S. Wilcox, Miss S. B. Sills, Miss M. B. Stanley, Miss V. E. McIlwaine, Miss W. A. Williams, Miss D. C. Rutledge, Miss A. O. Dunston, Mr. C. A. Donald, Mr. J. T. Locke, Miss A. M. Wharton.

Apex Elementary School

(100 per cent)

Mr. P. A. Williams, Mrs. Sadye F. Baldwin, Mrs. Ethel P. Beasley, Mrs. Bessie O. Blue, Miss Mamie Evans, Miss Sallye M. Herndon, Miss Ethel Johnson, Mrs. Eula Haywood Long, Mrs. Mable M. Matthews, Mrs. Estelle McDonald, Mrs. Louise Cain Webb, Mrs. Alma A. Williams, Mrs. Elizabeth H. Williams.

Garner High School

(100 per cent)

Mr. C. A. Marriott, Mrs. Len Nola McClain, Miss Tressie McCrimmon, Mrs. Bessie W. Moore, Mr. E. L. Sanders, Miss A. L. Stewart, Miss G. V. Stroud, Mrs. L. H. Rollins, Mrs. K. M. Haywood, Miss I. B. Lane, Mrs. Beulah Robinson, Miss E. M. Jordan.

DuBois High School

Mr. L. R. Best.
17 Memberships paid. No roster sent.

White Oak School

Mrs. Christine C. Locke, Mrs. L. B. Foster, Miss G. R. Richardson.

New Hill School

Mr. W. T. Wilson, Mrs. Robert H. Williams.

Friendship School

Mrs. Cassie E. Spence.

At Large

Mr. George F. Newe'l, Mr. William D. King, Mrs. Fannie E. King, Mr. W. H. Fuller.

Miss Marie McIver, Mr. H. M. Holmes, Rev. C. F. Pope.

WASHINGTON COUNTY

(100 per cent)

J. J. Clemmons High School

Mr. E. V. Wilkins, Mrs. P. M. Jordan, Miss Helen H. Hawkins, Mr. S. H. Wynnn, Mrs. Elizabeth W. Wilkins, Miss Truda B. Carter, Mrs. Erma C. Wilkins, Mrs. Minnie F. Jackson, Mrs. D. L. Scott, Miss Ella W. Whitley.

Plymouth High School

(100 per cent)

Mr. A. R. Lord, Mrs. Eleanor M. Shuffer, Mr. Fred A. Reid, Miss Helen A. Whitfield, Mr. Charles V. Bell, Mrs. Reunice A. Walker, Mrs. Mae M. Lord, Mrs. Frances S. Lindsey, Miss Von Beulah Spruill, Mrs. Abbie B. Johnson, Miss Sophia E. Spruill, Miss Madeline A. Galbreath, Mrs. Gladys W. Whichard, Miss Henrietta Montague, Miss Ruth Anderson, Miss Velma L. Turnage.

Marattock School

Mrs. Emma D. Walker, Mrs. Mary C. Austin.

Brooks School

Mrs. Margaret H. Berry, Miss Doris Jeanette.

Deep Bottom School

Mr. John H. Battle, Miss Edith Holley.

Washington County Unit

Miss Trumilla L. Brickhouse, Miss Cora Honablew, Mrs. Maggie B. Riddick, Miss Rosetta Honablew, Mr. T. A. Wilkins, Mrs. Montrose Bias, Mrs. Arzelia F. Norman, Mrs. Rosa L. Brickhouse, Mr. M. W. Bryant, Miss Mariah Baum, Mrs. Martha Littlejohn, Mrs. Mildred Garrett, Mrs. Dorothy Rollins, Mr. P. W. Littlejohn, Mr. William E. Honeyblue, Mrs. Annie C. Honeyblue, Miss Doris Halsey, Mrs. Theresa Arnold, Mr. H. H. McLean.

WARREN COUNTY

Warren County Training School

(100 per cent)

Mr. G. H. Washington, Mrs. I. J. Bagley, Miss C. C. Barnes, Mr. E. C. Bolden, Mr. J. L. Bolden, Mrs. M. H. Davis, Miss D. G. Davis, Mrs. M. Diggs, Mrs J. P. Foster, Mrs. B. L. Ingram, Miss Catherine Johnson, Miss B. E. Johnson, Mrs. S. P. Love, Mrs. B. R. Jones, Mrs. B. Honor, Rev. J. C. Honor, Miss J. C. Moses, Mr. C. A. Robinson, Miss A L. Teele, Mrs. M. L. H. Peede, Mrs. M. E. Washington, Miss M Jones.

John R. Hawkins High School

(100 per cent)

Mr. J. E. Byers, Mr. Grafton Mitchell, Mr. D. N. Henderson, Mr. H. G. Rose, Mr. W. W. Harris, Miss Mary J. Davis, Miss M. V. Owens, Miss D. E. Tyson, Mrs. V. C. Henderson, Mrs. L. V. Haywood, Mrs. B. H. Peters, Mrs. A. M. Alston, Miss Esther Burgess, Mrs. L. E. McGrier, Miss L. P. Davis, Miss B. M. Newsome, Miss C. James, Miss E. P. Lee, Miss G. L. McPnerson, Miss B. R. Martin, Miss T. M. Ellis, Mrs. Cora Harris Hawkins, Miss E. V. Carroll, Miss L. B. Miller, Miss D. M. Treadwell, Miss C. Woodard, Mrs. M. H. Warren, Miss C. P. Falkner, Miss L. B. Ingram, Miss Mary E. Pridgen, Mrs. Willie A. Wright.

Warren County Unit

(100 per cent)

Rev. J. E. McGrier, Mrs. Lula R. Davis, Mrs. Annie B. Alston, Mrs. Flora Alston, Mr. McCarroll Alston, Miss Pollie W. Allen, Mrs. Mary L. Arrington, Mrs. Irene P. Alexander, Miss Mary K. Baldwin, Miss Emily Baker, Mr. Jerome E. Branche, Mrs. Esther Branch, Mrs. Elizabeth Brown, Miss Lee Burchette, Mrs. Ogletree Caroll, Mrs. Emma B. Cheek, Mrs. Ella Cheek, Rev. R. W. Davis, Miss Rosa L. Davis, Miss Ruby E. Davis, Mrs. Mabel J. Davis, Miss Carrie B. Davis, Mrs. Mabel Bryant Davis, Rev. C. L. Faison, Mr. C. C. Fitts, Mrs. Aurelia C. Green, Miss Louise Graves, Mrs. Edna W. Harris, Mrs. Cora T. Harris, Mr. L. Beacher Henderson, Mrs. Mary Henderson, Miss Rosa L. Ingram, Rev. D. A. Johnston, Miss Betty Johnson, Miss Betty H. Jenkins, Miss Dorothy Judkins, Miss Hattie J. Kearney, Miss Ella Mae Kearney, Miss Gladys Laws, Miss Mi.lie M. Long, Mrs. Cornelia McGrier, Mrs. Louise Myrick, Miss Clara J. Nicholson, Mrs. Carrie Moore Perry, Mrs. Fannie Plummer, Miss Mary Patillo, Mrs. Berdie J. Plummer, Mrs. Rosa E. Peoples, Mr. T. H. Pettiway, Mrs. Lelia J. Richardson, Mrs. Mabel H. Ramey, Mrs. Marjorie Ross, Mrs. Lula J. Sailman, Miss Betty M. Solomon, Miss C. Levonia Streeter, Mrs. Enolia L. Streeter, Mrs. Sallie B. Sledge, Mrs. Virginia Teele Smith, Mr. James A. Spruill, Mrs. Frances J. Spruill, Mrs. H. B. Taylor, Miss Cora Teele, Mrs. Pattie G. Tyson, Mrs. Gracie Turner, Mrs. Marie H. Thomas, Miss Naomi Walker, Miss Fredda Warwick, Mrs. Hattie Ingram Williams, Mrs. Mary Davis Williams, Miss Lucy Wortham, Miss Eleanor Wright, Miss Ophelia Watson, Mrs. Carrie J. Williams, Miss Ruth Warwick.

WAYNE COUNTY

Fremont High School

(100 per cent)

Mr. G. L. Harper, Mrs. E. M. Harper, Miss L. E. Edwards, Mrs. N. H. Spicer, Miss L. S. Jones, Miss M. S. Ross, Miss Esther Mewborn, Miss E. L. Hamilton, Miss M. R. Goodson, Miss A. E. Haskins, Miss E. L. Butler, Miss Beatrice Brewington, Mrs. Ida Stanford.

Carver High School

(100 per cent)

Mr. C. H. McLendon, Mrs. Joyce C. McLendon, Mr. Walter H. Monroe, Mrs. Janette Monroe, Mrs. Claranette Doak Brock, Mrs. Vertie Hines, Miss Etta Daisy Wynn, Miss Willie L. Sampson, Mrs. Gladys R. Darensburg, Miss Elizabeth Armwood, Miss Deloris Carnegie, Miss E'nora Slade, Miss Dorothy Parrish, Miss Noami G. Herring, Miss Margaret M. Graves, Mrs. Pearl W. Connor, Miss Delores E. Lewis, Miss Pearlye L. Durham, Mrs. Sarah Lomax Small, Mr. E. A. Simmons.

Shady Grove School

(100 per cent)

Mrs. Thelma McKnight, Miss Mary Lee Belle, Miss Mary Leatha Jackson.

Wesley School

Mrs. Maude M. Kornegay, Miss Consuella Armwood, Miss Taritha Middleton, Mrs. Mable C. Joyner.

Milton School

Mr. Salomon Elliott.

Dunbar School

Mr. H. R. McKethan, Miss Essie Pearl Martin, Miss Doris L. Parks, Mrs. Daisy M. Hinton, Mr. Charlie J. Raynor.

Goldsboro City Schools

(100 per cent)

Dillard High School

Mr. H. V. Brown, Miss Josie Boney, Mrs. Mamye Carney, Mrs. Esther Fennell, Mrs. E. L. DuBissette, Miss Rosa Gray, Mr. E. A. House, Mrs. Minnie Jackson, Mr. Henry Johnson, Mr. T. S. Johnson, Miss Arlena Riggsbee, Miss Geneva Bass, Mr. H. B. Lucas, Mrs. Pauline Mattison, Miss E. O. Smith, Mr. P. Smith, Mr. C. I. Bland, Mrs. Alice Brown, Mr. J. E. Green, Mrs. Dorothy Hardy, Mrs. Thelma Johnson, Miss Chayne A. Morgan, Mrs. Arlena Parks, Mrs. Louvenia Williams, Miss Charity E. Hatcher.

Greenleaf School

Mrs. N. J. Frederick, Mrs. Dorothy A. Barnes, Miss Catherine Bond, Miss Maxine Coley, Miss Ruth Everette, Miss Susie Faucett, Mrs. Esther Guess, Mrs. Cleo House, Mrs. Valnolia Scott, Mrs. Katie Zachary.

East End School

Mr. W. A. Foster, Mrs. Z. W. Borah, Mrs. Geneva Council, Mrs. Valeria Morgan, Miss Ruth Ferdinand, Mrs. Pearl Foster, Mrs. Lillie B. Frederick, Mrs. Mary B. Gavin, Miss Pauline Gavin, Mrs. Margaret Johnson, Miss Wilma Jones, Miss I. E. Worrells.

School Street School

Mr. R. C. Christian, Miss Rosa Atmore, Mrs. Mary B. Ashford, Mrs. Theresa S. Bland, Mrs. M. P. Christian, Miss Arabia Bunn, Miss Virginia Faison, Mrs. Sudie Frederick, Miss Sadie B. Grantham, Mrs. H. W. Hogan, Mrs. Alice Hogans, Mrs. M. B. Holt, Mrs. Sallie Holt, Mrs. Alicia Stitt.

WILSON COUNTY

(100 per cent)

Frederick Douglass High School

(100 per cent)

Mr. Robert A. Johnson, Mrs. Evelyn P. Daughtry, Miss Clara G. Cooke, Miss Helen Underwood, Mr. Joseph C. Duncan, Miss Mae B. Bryant, Mrs. Alice N. Spivey, Mrs. Grace M. Johnson, Mrs. Annie W. Bostic, Mrs. Mary B. Gaston, Mrs. Elnora M. Mitchell, Miss Myrtle L. Garner, Mr. Theodore B. Hayes.

Wilson City Schools

Sallie Barbour Elementary School

(100 per cent)

Mrs. Louise C. Sherrod, Miss Martha Robertson, Miss Azzalee Mallette, Miss Helen E. Reid, Mrs. Lurean B. Zachary, Miss Amanda B. Daniels, Mrs. Georgia E. Wyche, Mrs. Margaret W. Hines, Mrs. Doris V. Walker, Mrs. Grace B. Stephens, Mrs. Clyde D. Foster, Mrs. Vivian P. Smith, Mrs. Tempsie Jones, Mrs. Willie H. Smith, Mrs. Marie R. Mitchner.

Charles H. Darden High School

(100 per cent)

Mr. E. M. Barnes, Miss Cora M. Washington, Mrs. Delores R. Coleman, Mrs. Estella L. Shade, Mrs. Annie M. Dupree, Mrs. Ethel D. Alexander, Miss Lucy I. Barnes, Mrs. Mamie E. Whitehead, Mrs. Cora J. Fitch, Mr. J. E. Dixon, Mrs. Alice H. Jones, Mrs. Dorothy H. Ellis, Mrs. Odell W. Barnes, Miss Ellease R. Rayner, Mr. J. F. Freeman, Miss Beulah A. Wright, Mrs. Marion H. Miller, Mrs. Rosa L. Williams, Mrs. Estelle D. Foster, Miss Johnnye R. Taylor, Mrs. H. D. Whitted, Mr. C. W. Hines, Mrs. Flora C. Bethel.

Vick Elementary School

(100 per cent)

Mr. J. M. Miller, Jr., Mrs. Ruth J. Brown, Mrs. Julia B. Harrell, Mrs. Johnnie K. Boatwright, Mrs. Mary G. Harris, Miss Jessye J. Cooper, Miss Minnie R. Lewis, Mrs. E. Courtney Fitts, Mrs. Elaine C. Lee, Mrs. Addie D. Butterfield, Mrs. Ivary L. Satchell, Mrs. Vera G. Shade, Miss Edna G. Taylor.

Wilson County Unit

Mrs. Alice Izetta Greene, Miss Bettie E. Best, Miss Archa Maye Fuller, Miss Ruth Bess, Mr. George Wilkins, Miss Irene Whitley, Miss Elnora Lucille Browne, Miss Sarah Elaine Newsome, Miss Jessie V. Browne, Mrs. Ethel Cain Coley, Mr. H. M. Fitts, Mrs. Selina B. Williams, Mrs. Annie G. Sanders, Mrs. Anna Reid, Mrs. Virginia Reid, Mrs. Savannah Farmer, Miss Ernestine Salley, Mrs. Ada Elizabeth Reid, Mrs. Lela M. Hillard, Mrs. Beatrice A. Jones, Miss Marie B. Howard, Miss Thelma Cooper, Miss B. Lee Williams, Mrs. Viola Beamon McPhail, Mrs. Leah Ford Sellars, Mrs. Mamye B. Ford, Mrs. Dorothy Grissom Parker, Mrs. Mary E. Reid, Mrs. Marie Wells Lucas, Mrs. Katie J. Woodard, Mrs. Floreiss A. Dunston, Mrs. Louise Delorme Dwyer, Mrs. Rosa Foster, Miss Mary Estelle Barnes, Mr. John Edwin Kemp, Mrs. Minnie Kemp, Mrs. Mary E. Diggs, Miss Marion Christine Owens, Mrs. Hazel Marie Davis, Miss Willette Perry, Mrs. Viola J. Knight, Mrs. Georgia Cooke Gant, Mrs. Lydia Ruth Coley, Mrs. Annie Cooke Farmer, Mrs. Maggie Walker Redmond, Mrs. Sadie L. Bess, Mrs. Mazie Wells, Mr. Arnold G. Walker, Miss Jocile P. Brown, Miss Mable B. Dixon, Miss Lula Margaret Moore, Miss Beulah Bowens, Miss Bessie Mae Joyner, Miss Mary Jane Lassiter, Miss Nora Allen Mitchell, Miss Esther R. Barnes, Miss Doris Freeman.

YADKIN COUNTY

Yadkin County High School

Mr. B. T. McCallum, Mrs. Sadie Robinson Spinks, Mr. C. G. Campbell.

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